

Organisation name	Berlitz Language Centre Oxford
Inspection date	27–28 June 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Berlitz Oxford in June 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This small private language school offers courses in general and professional English for adults (18+).</p> <p>Strengths were noted in the areas of learner management, teaching and accommodation.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Berlitz Language Centre Oxford is one of two Berlitz schools owned by UK Language Centres Ltd, the other being in Edinburgh. The Berlitz name is owned by Berlitz International and is used on a franchise basis. Berlitz franchise schools have access to Berlitz brand marketing and referrals of students from other Berlitz schools. The courses run are designed and taught using materials written and supplied by Berlitz. Each franchised school is audited annually by the parent Berlitz organisation.

Since the last inspection the assistant centre director and the local instructor supervisor (LIS) (academic manager) have left the school, which is consequently in a transitional stage so far as management staffing is concerned. The language centre director is currently assisted by a part-time academic manager (LIS), with a view to the post becoming more substantive at a future date. Temporary secretarial staff are available at times to provide administrative assistance.

The inspection took place over one and a half days, with two inspectors. The inspectors had meetings with the managing director, the language centre director, the acting local instructor supervisor, and a former language centre director acting in an advisory capacity. All teachers timetabled during the inspection were observed. Meetings were held with a group of teachers and a group of students. One inspector visited two homestays.

Address of main site/head office

131 High Street, Oxford OX1 4DH

Description of sites visited

The school is located in central Oxford and is accommodated on three floors above a retail outlet, with a ground floor entrance off a small passageway leading from the High Street. The entrance is protected by a keypad and opens to a stairway leading directly to the first floor where a reception and office area is situated. The language centre director has his desk in this area and there is a desk available for reception staff. The first floor also has a second office (which can double as a classroom if required), which is used by the managing director, and a classroom which also serves as a communal space for staff and students when not in use.

Situated on the second floor are a teachers' workroom, a small kitchen, toilets and two classrooms, one of which can be used as a meeting room. The third floor houses a further five classrooms. The premises are held on a ten-year lease from one of the Oxford colleges.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses are run primarily for executives, many of whom are sponsored by their companies. Most lessons are one-to-one but on request two students can be taught together. On occasion, lessons are taught by two teachers with one student. No students under 18 are enrolled.

Accommodation profile

The school offers homestay accommodation or can provide students with information to arrange their own hotel or guest house accommodation. Most homestays are ensuite and within a thirty-minute walk or short bus ride of the school. One inspector visited two homestays, one of which accommodated two of the school's executive one-to-one students at the time of the inspection.

Summary of inspection findings

Management

The provision meets the section standard. The management operates satisfactorily to the benefit of students. Strategic and quality management, staff management and student administration are all handled efficiently, although some staff positions are currently unfilled or filled on a temporary basis. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide an environment conducive to effective study and also provide adequate space for relaxation and making social contact. The learning resources are appropriate to the needs of the students. Staff workroom provision is more than adequate. All rooms are well furnished.

Teaching and learning

The provision meets the section standard. Teachers have a good academic profile and course design is generally good. Learner management is of a good standard and meets student needs well. Although support for teachers is satisfactory in many respects, the observation and monitoring of teachers is not conducted by a TEFLQ academic manager. *Learner management* and *Teaching* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are met. Accommodation offered is of a high standard, and the provision is managed very efficiently and to the benefit of students. *Accommodation* is an area of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M3 A clearly documented structure for the management is in place. However, because of recent staff changes and time taken to replace staff, there are some gaps in staffing and the school is in a transitional stage in this respect.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met

M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M10 No copies of identity documents are held on file for employees (with one exception) and most photocopies of certificates are not signed and dated as having been verified against the original. The teaching qualification of one member of the teaching staff had not been verified due to a missing certificate.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
All criteria in this area are fully met.	
Publicity	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
The primary medium of publicity is the school's website which is linked to the wider Berlitz web pages. The school produces and manages its own website within this context. Paper-based publicity material is used to a lesser extent. Publicity also includes the use of social media, and referrals by Berlitz schools worldwide.	
M24 Publicity material does not clearly state the number of hours of teaching per week.	
M25 The publicity material for examination classes does not state the cost of teaching materials that students are required to buy, nor does it set out examination entrance fees. The conditions for deposits, payment and refunds are not stated.	
M27 Information on homestay accommodation does not include details on services provided or on travel from the accommodation to the school.	
M29 Older versions of the accreditation marque are used.	

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P2 Two of the classrooms experience a degree of extraneous noise from the busy street immediately below.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All applicable criteria in this area are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All applicable criteria in this area are met.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic	Met

management affected.	
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T10 Teachers are observed regularly by the language centre director and the observations are well documented. Teachers reported that the feedback was helpful to them. However, the observations were not conducted by a TEFLQ academic manager.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 Clearly stated principles underpin a well-designed course structure that is effective in meeting student needs, especially in the context of business English.
T12 The Berlitz teaching materials are periodically reviewed and added to. Student needs are identified and individual programmes constructed collaboratively. Teachers' meetings provide a forum for the review of materials and course design. Student feedback is acted on appropriately.
T13 Course outlines are discussed and developed in discussion with students, and outcomes are identified. A needs analysis is completed by every student.
T15 Although incidental attention is given to learning strategies, they are not systematically included in course design.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Online placement tests, which can be completed remotely before a student's arrival, together with individual oral tests on arrival, ensure appropriate placement. Individual needs analyses provide additional information and allow for meeting specific language needs (ESP).
T18 Student progress is reviewed individually on a continuing basis. Progress reports are prepared at regular intervals and progress tests are held when students reach the end of every level.
T19 Target setting takes place routinely. Students have a clear perception of the goals which they expect to attain. As the majority of students are taking individual tuition, adjustments to level and content can readily be made when necessary.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All
Comments	
All classes observed comprised one-to-one teaching of students on intensive programmes.	

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength
Comments	

T23 Teachers demonstrated a good knowledge of the structure of English and made use of effective modelling in their teaching. Models of language were well selected to meet individual student needs. In particular, teachers showed an awareness of pronunciation, grammar and register.

T24 Learning outcomes were clearly identified and communicated, informed by student profiles and needs analysis. Lessons focused on learners' professional needs and were tailored to this end. Teachers were sensitive to student response and flexible in their approach.

T25 Lessons were well staged and sequenced, were coherent and made close reference to learning outcomes. There was evidence of preview and review linked to lesson content. Homework was routinely included. Students spoke positively of the teaching.

T26 A wide range of techniques was used to good effect and was appropriate to the nature of individual teaching on a one-to-one basis. The techniques used included elicitation, personalisation, cueing, and concept checking. A good balance was achieved between accuracy and fluency.

T28 Error correction was much in evidence and a range of correction techniques was used, including prompted and unprompted self-correction. Teachers noted certain errors for attention in later lessons.

T30 Teachers were sensitive to their students' backgrounds and interests, and fostered productive teacher-student interaction. There was a positive and purposeful atmosphere throughout; students were fully engaged and were participating fully in a focused manner.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good, with the majority being good. Teachers demonstrated a good knowledge of the structure of English and made use of effective modelling. Learning outcomes were clearly identified, lessons were coherent and tuition was well staged and sequenced. Teaching techniques were used to good effect as was a range of appropriate correction techniques. Students were fully engaged and were participating fully in lessons.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

All criteria in this area are fully met.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Both homestays visited were of an impressively high standard. They were clean, well furnished, and comfortable. Hosts spoke unprompted about the need to spend time with their student and saw this as an important part of their responsibility. Students in the focus group spoke very highly of their hosts and their accommodation.

W11 Detailed records show that all new hosts are visited by a representative of the school and all accommodation is inspected prior to placing any student in that homestay. Potential new hosts are given very good information about what it means to host an international student. Accommodation is regularly re-inspected, and it was clear that hosts knew the school and the staff well, and that there is a very good working relationship between them.

W12 Students are given detailed and useful pre-arrival information. The host family is also given information about the student, and email communication usually takes place between host and student before arrival.

W13 Students are asked about accommodation in the first impressions feedback questionnaire. Any action required is taken promptly and recorded. Students are encouraged to raise any issues with teachers or the centre director at any time, and students confirmed that they felt sure they would be resolved quickly.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

W17 Exceptionally, two students with the same language were being accommodated in the same homestay at the time of the inspection, because of lack of available homestay accommodation. Both had agreed to this. The hosts have a long history of working with the school and they confirmed this was an exceptional situation.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W22 The school signposts other accommodation options, but only arranges homestay accommodation.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

Comments

The school does not offer a leisure programme but information about local events and activities is made available to students.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	April 2010
Last full inspection	April 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Berlitz Language Centre, Edinburgh
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2003
Ownership	Name of company: UK Language Centres Ltd Company number: 3947573
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	8
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	4
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	4	12
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	30–55	30–55
Adult programmes: typical length of stay	1–2 weeks	1–2 weeks
Adult programmes: predominant nationalities	German, French	German, French, Swiss, Spanish, Russian,

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	2
Comments	

Academic managers will be assigned around four and a half hours during a typical week. This rises depending on student numbers.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	2	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	4	N/a
Overall total adults + under 18s	4	