

Organisation name	Birmingham College
Inspection date	24–25 October 2018

Section standards	
<p>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.</p>	Met
<p>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.</p>	Met
<p>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.</p>	Met
<p>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.</p>	Met
<p>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.</p>	Not met

Recommendation
<p>We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met and there were weaknesses in M9, publicity, and care of students. The period of review to be ended by submission of documentation within three months, and a spot check focusing on M9, publicity, care of students and safeguarding under 18s within six months.</p>

Summary statement
<p>The summary statement has been withdrawn and should not be used.</p>

Introduction

Birmingham College, a private college, initially offered vocational courses in health and social care when it opened in 2003 and gradually introduced English courses. The school now focuses on general English and IELTS preparation programmes. The majority of the students are sponsored and need to show specific progress or attain a certain IELTS score while they are at the school. Many are hoping to go onto university.

The inspection lasted one and half days with two inspectors. Meetings were held with the principal, the vice principal/director of studies (VP/DoS), the assistant director of studies (ADoS), and the administrator. One focus group meeting was held with teachers and one with students. Each of the four teachers was observed by both inspectors.

Address of main site/head office

BMI Building, 9 Margaret Street, Birmingham B3 3BS

Description of sites visited

The school leases space in the Birmingham Midland Institute (BMI), a historic building in the centre of Birmingham. The school has exclusive use of one area on the ground floor, accessed from the main BMI reception area. This area comprises a reception area, an area beyond this for teachers and students, and three classrooms. Toilets and a café for all who use BMI are located in the main building. The principal and vice principal have offices on the top floor. Additional classrooms and a lecture theatre are available for the school to hire when required.

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 type="checkbox"/>	<input 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

Students enrol for either 16 or 21 hours a week on a general English course. The course includes IELTS preparation for those who need it. Students aged 16–17 are accepted on the adult course, and two were present during the inspection.

Accommodation profile

N/a

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Information given in publicity is not always clear or accessible. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. 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.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Report expires 31 March 2023

Welfare and student services

The provision meets the section standard overall. The needs for pastoral care, information and leisure activities are met and students are given a good deal of individual, personal assistance. However, significant weaknesses were identified in safety and security measures. Accommodation is not offered. There is a need for improvement in *Care of students*.

Safeguarding under 18s

The provision does not meet the section standard. Although there is a thorough safeguarding policy in place, staff do not have up-to-date training, and do not always follow the policies they have established. There are no risk assessments for under 18s using the open-access premises, no clear rules or advice regarding students' free time, and inadequate checking of guardian or accommodation arrangements. There is a need for improvement in *Safeguarding under 18s*.

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.	Not 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.	Not met

Comments

M2 Although ideas and plans are discussed and recorded in minutes of senior management meetings, these are not developed or stated as clear objectives with measurable means of achieving goals.
M7 The school has carried out a self-evaluation and there is evidence of planning and implementation, informed by student and staff feedback. Some points from the last inspection, particularly in publicity, have not yet been addressed.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Not 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

M9 Job descriptions are not regularly reviewed or kept up-to-date. Safeguarding and pastoral responsibilities are not assigned to any roles.

M12 There is an appraisal policy. However, several members of staff and management have not had an annual appraisal as stated in the policy.

Student administration	Met
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 the criteria in this area are fully met.

Publicity	Need for improvement
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, a leaflet and various social media.

M22 Photographs do not give rise to realistic expectations. For example, photographs show the whole BMI building, but the school only has exclusive use of a very small part of this. There are photographs of the BMI library, which is not part of the school, and of the lecture theatre, which is only used very infrequently by the school. Information about weekly excursions arranged by the teachers was not accurate at the time of the inspection.

M23 Information is not easy to find and it is often embedded in complex text that would not be accessible to speakers of English at level B1 of the Common European Framework of Reference (CEFR).

M24 The outline descriptions of the courses do not include clear objectives and levels. Times of classes are not given. The stated maximum class size is not consistent.

M26 Descriptions of the level of care and support given to students under 18 are not adequate. Publicity gives no information and the parental consent form is written in complex language that would not be accessible to speakers of English at level B1 of the CEFR. (See S4)

M29 This criterion is met overall. However, the school is described as being 'a member of Accreditation UK' and the sign at the entrance to the school uses an old marque without the correct wording.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and	Met

decoration, and provide a comfortable environment for students and staff.	
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

P3 The school does not have an allocated area that students can relax in. They use a classroom, when not in use, for the consumption of food and there is a café in the building, open to the general public, which students can use.
P6 The teachers have an area behind the reception area where they can carry out preparation and marking. This area is just sufficient for the current number of teachers. There is no specific area for relaxation, but staff have a small kitchen on the top floor and can use a classroom that is not in use.

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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All the 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

T2 One teacher had completed an initial ELT course which was not externally validated. The rationale was accepted within the context of this inspection because the teacher had relevant experience and was being adequately monitored and supported.

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 management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T9 Teachers, who are on full-time contracts, have time when they are not teaching for their own development and to receive guidance from the two academic managers. There are regular in-house training sessions and opportunities for peer observations.

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.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
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.	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

T13 There are brief course outlines in the student handbook, but intended learning outcomes are not available.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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.	Met
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

T18 Progress is regularly monitored through individual learning plans and progress tests. All students have a tutorial every two weeks to discuss progress, and to develop strategies for learning.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English, including IELTS preparation and skills classes.

Comments

None.

Teaching: classroom observation	Met
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.	Met

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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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.	Not met
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.	Met

Comments

T23 Teachers generally demonstrated a sound knowledge and awareness of the use of English and its linguistic systems and in most cases provided appropriate written and spoken models.

T24 Very thorough class and individual profiles demonstrated a good understanding of learning needs. Individual strengths and weaknesses were identified and strategies for differentiation were in place. The content of the lessons was appropriate, of interest and often personalised.

T25 Students were aware of the learning outcomes, although these were often expressed in the plans as processes, such as 'to review', 'to practise' and 'to learn'. Outcomes were achieved through a coherent sequence of activities.

T26 A range of appropriate teaching techniques was seen. These included effective elicitation, concept checking, study skills practice and personalising.

T27 Teachers gave clear instructions and seating was arranged to allow a variety of interaction patterns between students. However, in some segments, boardwork was unplanned and not well organised.

T28 There was some spontaneous and echo correction, but there was very limited error correction overall, with many missed opportunities, particularly in pronunciation.

T29 Students were encouraged to self-assess and previous learning was referred to. Teachers generally monitored learning during activities.

T30 In most segments seen, students were engaged and motivated, rapport between teacher and students was good and there was a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being satisfactory. Teachers demonstrated a sound knowledge of the English language and provided thorough class and individual profiles, with strategies in place to deal with particular needs or problems. Learning outcomes were achieved through a coherent sequence of activities, and teachers used a range of appropriate teaching techniques effectively. There were missed opportunities for error correction. Learning was evaluated, and students enjoyed learning in a positive atmosphere.

Welfare and student services

Care of students	Need for improvement
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Not 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.	Not met
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Not met
Comments	
W1 The school does not have fire risk assessments for the building, risk assessments for rooms used by the school do not show evidence of regular updating, and logs of fire drills were incomplete and incorrectly entered.	
W2 Although there is a plan made known to staff and discussed with students at induction, the procedures lack detail regarding locating and communicating with students.	
W6 The website provides information on various travel options to the school, but no indication of approximate costs is provided.	
W8 Students are given personal assistance registering with a doctor and attending appointments where necessary. However, information on health care provision is not provided in writing, and there is inadequate first aid provision.	
Accommodation (W9–W22 as applicable)	
<i>All accommodation</i>	N/a
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
None.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
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	
All applicable criteria are fully met.	
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site	Not met

and off-site activities.	
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a
Comments	
W24 A limited, but appropriate, programme of three excursions a year is offered, as well as weekly events in the summer term. This is included in course fees, and all students, as well as most of the staff, are involved. W26 Risk assessments for excursions are not regularly updated, or referred to, and risks, and the procedures for mitigating them, are not always clear.	

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, two of the ten students were under 18. Over the last three years, the percentage of under 18s has been between ten and 20 per cent. In general, these students are 17 when they enrol and become 18 within a few months of starting their courses with the school.

S2 The designated safeguarding leads' training is out of date and none of the rest of the staff have basic level training.

S3 The parental consent form is detailed and thorough and covers all relevant areas. However, it is written in language likely to be inaccessible to many parents/guardians. A current consent form revealed that there was no guardianship agreement in place for the two under 18s enrolled at the school, contrary to school policy. (See S7.)

S4 Recruitment policies are generally clear and thorough, though not always followed. A teacher vacancy advertisement made no reference to the need for a suitability check, and a sampling of files revealed that suitability checks have been accepted from previous employers with no further checks carried out by the school. Suitability checks are not renewed every three years.

S5 Under 18s are identified on the register and known to all staff. In their handbook, students are advised to stay in, or close to, the school reception area but this is not adhered to and there are no risk assessments for accessing the rest of the open-access building, to use the toilets, the café or other classrooms. Supervision on organised excursions is satisfactory.

S6 There are no arrangements in place for the supervision and safety of under 18s outside class times.

S7 A policy statement for under 18s states that they are only accepted if living with a parent or guardian. However, this was not followed. At the time of the inspection, two 17 year-old sisters were living alone in a city centre flat without an appointed guardian and the school was not monitoring this.

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 Sampling identified the following issue: there is no named health and safety officer; the school should seek further advice from the relevant statutory/regulatory body.

Organisation profile

Inspection history	Dates/details
First inspection	2010
Last full inspection	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	Teacher, head teacher and vocational principals' professional training programmes. Engineering course.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2005
Ownership	Name of company: Birmingham College Ltd. Company number: 05605038
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: January (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	8	22
Full-time ELT (15+ hours per week) aged 16–17 years	2	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	10	25
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	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	3–6 months	3–6 months
Adult programmes: predominant nationalities	Kuwaiti	Kuwaiti

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The DoS was scheduled to teach for 3.5 hours and the ADoS for 4 hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	3
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	8	2
Overall totals adults/under 18s	8	2
Overall total adults + under 18s	10	