

Organisation name	HIL, Liverpool
Inspection date	24–25 November 2020

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in M10 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited HIL, Liverpool in November 2020. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+).

Strengths were noted in the areas of student administration and teaching.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Heritage International, Liverpool (trading as HIL, Liverpool) is a language school based in the south of the city. The school was founded in 2018 in response to the language learning needs of refugees and European citizens resident in the area. The school offers English language courses to adult students throughout the year and is owned by two of the three company directors.

The inspection took the equivalent of one day spread over two days. Due to the global pandemic, the inspection was conducted remotely. The inspectors held meetings with the company directors, the director of studies (DoS), and the student welfare officer/office manager. A focus group meeting was held with teachers and another with a group of students. All three teachers timetabled during the inspection were observed. The inspectors were given a virtual tour of the building and students were also asked to comment on the condition of the premises when last in use.

## Address of main site/head office

36 Windsor Street, Liverpool L8 1XF

## Description of sites observed

The school occupies the first and second floors of a converted Victorian building. The ground floor is currently being converted and will eventually provide further space for the school. The reception is based on the first floor with a seating area for students. Also on the first floor, there are four classrooms of various sizes, offices for the management staff, a teachers' room, and a staff kitchen. On the floor above is a large lounge space with several comfortable seating areas, a café that can serve drinks, and two computers for student use. Original artwork is displayed throughout the corridors and the lounge space. There is a unisex toilet on both the first and second floor. At the time of the inspection all classes were being conducted online so there were no students in the school building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input 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

Year round the school runs general English courses for adult students and general English or exam preparation courses for one-to-one students. At the time of the inspection, the school was offering online group classes consisting of both overseas students and those resident in the locality. One-to-one classes were also being held online.

## Management profile

The school is managed by a team of three directors, two of whom are the owners of the business. One director is also the operations director and manages the operations manager. The second is also the principal and manages the DoS, and the third is the development director and manages the IT and systems support staff. The DoS manages the teaching team. Before the pandemic, there was also a receptionist on the staff managed by the operations director, and a pastoral care coordinator managed by the principal. At the time of the inspection, the school was not open to students, and the operations manager was covering any outstanding responsibilities of the receptionist and the pastoral care co-ordinator.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. There is a very clear statement of goals and values which inform all aspects of the school. Communication within the school is excellent, but student feedback systems are insufficient and staff files were incomplete. Customer service is very good as are a number of administrative procedures. Publicity is well presented but there were a number of details that required attention. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard. The school building is in good condition and the renovation for educational purposes has been well thought through. Classrooms are bright and adequate in size. Space for students and staff to relax and socialise is very comfortable and well appointed.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Cover arrangements are very good, and guidance for teachers is strong. There is an effective system of course review and student support is excellent. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. The provision easily meets the needs of the students for security, pastoral care and information, and students benefit from well-managed student services. No leisure programme or accommodation are offered.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## 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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Not 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.	Strength

### Comments

M1 The statement describing goals and values is clear and covers a range of areas. It is evident that the values are integral to all aspects of the school, and reference to the statement can be found in staff contracts, extra-curricular activities as well as the school's development plans.

M2 A detailed planning document was seen with clear aims directly linked to the values of the school. Objectives are specific and measurable, and cover all aspects of the operation.

M4 Communication works well across the school through both formal and informal channels. There are regular minuted meetings, and all staff spoken to felt well-informed and engaged with the organisation's mission. This has been maintained while much of the operation has moved online and staff are working remotely.

M5 Although a monthly feedback system is in place and the feedback obtained is utilised well, initial course feedback from students is informal, ad hoc and not recorded.

M7 The school's self-evaluation was accurate and detailed. The review process is detailed and informed by inspection criteria as well as student and staff feedback. Examples were given of how feedback has driven development in a number of cases.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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**

M8 Human resource policies are appropriate and wide ranging, including a number of family-friendly policies such as adoption and parental leave. Staff spoken to feel valued and well supported.

M10 Although many excellent recruitment systems are in place, staff files are incomplete and records of references are absent. A number of references were obtained during the inspection, but not all were suitable and some gaps still remain.

M11 Detailed and differentiated induction procedures exist for both administrative and academic roles, and completed induction checklists were seen. New staff are given the opportunity to shadow or observe existing staff members as appropriate.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
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.	Strength
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.	Strength
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**

M14 Written feedback is consistently positive regarding the helpfulness and friendliness of all staff. This was confirmed by students spoken to during the inspection. A clear cover system is in place to ensure continuity.

M16 All procedures are fair and particularly flexible in response to the changeable employment responsibilities of the school's students. A wide range of languages is spoken by the staff, enabling them to provide further assistance to a large number of their students.

M19 There is a clear policy and procedure in place, and students spoken to were aware of the requirements. Follow-up action is taken and record keeping is effective and efficient.

<b>Publicity</b>	<b>Met</b>
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.	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.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

#### Comments

Publicity comprises a website and a number of social media channels. The website is considered the main medium of publicity.

M22 The website is attractive and gives rise to mostly realistic expectations. However, there were a small number of claims related to methodology and exam course success that could not be substantiated. It was also not clear from the publicity which courses are currently unavailable. These issues were addressed during the inspection and are no longer points to be addressed.

M23 The language used is mostly clear and accessible, but there were a few examples of unnatural usage. This was rectified during the inspection and is no longer a point to be addressed.

M25 Information on costs of courses is clear and easy to find, but no information could be found on the approximate costs of external exam fees. This was added during the inspection and is no longer a point to be addressed.

#### Premises and resources

<b>Premises and facilities</b>	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.	Strength
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.	Strength
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

P1 The premises provide a very comfortable environment. Particular thought has been given to making the best possible use of the building and creating a distinctive environment. Positive feedback was received from students.

P3 The very large student lounge on the second floor provides a welcoming space for relaxation and socialising, with comfortable seating, DVDs, books and games, as well as computers and a study area with free Wi-Fi. There is also a café area, although this has not been used so far.

<b>Learning resources</b>	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 criteria in this section are fully met.

**Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
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**

T1 A rationale was provided for one teacher which was accepted in the context of this inspection. The rationale provided evidence of post-school academic study, and varied teaching experience.

<b>Academic management</b>	<b>Met</b>
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.	Strength
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**

T7 There is a clear procedure in place and cover is ample for a school of this size. Class records are designed to support continuity of teaching.

T8 It was clear that continuous enrolment is handled well and teachers felt well supported by the DoS in this respect. This works well with the current size of the school, but written guidelines and targeted continuing professional development sessions would be necessary as the school grows.

T9 The teachers commented favourably on the availability of the DoS, and in addition to daily assistance, he attends the planning meeting every week to offer further support. A peer observation programme is also in place.

<b>Course design and implementation</b>	<b>Met</b>
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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
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**

T12 Course design is regularly reviewed with teachers through a formal documented process. Feedback from students is obtained more informally during tutorials, but evidence was seen of changes to course design in the light of this feedback.

T14 A range of practical workshops is offered, focusing on topics such as CV writing. These are well structured with clearly defined outcomes and target language. Students spoken to commented favourably on the practical value gained.

**Learner management**

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

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.

**Comments**

T19 A well-designed tutorial procedure is in place for students on an optional basis except for the first session which is mandatory. There is a clear focus on target setting and students commented favourably on the support given in feedback.

**Classroom observation record**

Number of teachers seen

3

Number of observations

6

Parts of programme(s) observed

General English (group) and General English (one-to-one)

**Comments**

Each teacher was observed once by each inspector.

**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.

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.

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

T27 Teachers promote learning by the effective management of the classroom environment and resources.

T28 Students receive appropriate and timely feedback on their performance during the lesson.

T29 Lessons include activities to evaluate whether learning is taking place.

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

**Comments**

T23 Teachers demonstrated sound knowledge of form and function and provided appropriate models in most cases.

T24 Detailed needs analyses were included in each plan and in the majority of segments observed, evidence was seen of this being well incorporated into the actual lesson.

T25 Outcomes are made known to students via the weekly plans. Lessons were logically staged throughout and led to relevant outcomes.

T26 A range of suitable techniques was seen, including elicitation of meaning and form, nomination of students, and drilling of new vocabulary. In the weaker segments, opportunities to check understanding of new vocabulary and instructions were missed.

T27 In all segments seen, the online environment was handled very well. Audio was used confidently as well as break-out groups. Visual stimuli were well employed where needed to provide extra support for students with a low level of English.

T28 Feedback was handled suitably in all sessions, and in stronger segments, a good range of both on the spot and delayed techniques was seen. Praise and encouragement were very good throughout.

T29 All plans included stages for checking learning.

T30 In all segments seen, a good, purposeful, enjoyable, and friendly atmosphere was generated and students were all very engaged with their learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria with the majority being good. Great attention was paid to individual learning needs, and this informed the planning of the lessons. A good range of feedback techniques was employed, and resources were used confidently in the online environment. A lively and supportive teacher presence resulted in students being fully engaged in their 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.	Strength
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.	Strength

### Comments

W1 All aspects of safety and security have been thoroughly thought through and assessed. Training has been arranged through an external provider for fire marshals and first aiders.

W8 Students have access to extensive information as well as help and advice on health care. A high proportion of staff are trained first aiders.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
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
<b>Comments</b>	
No accommodation is offered.	
<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
<b>Comments</b>	
No accommodation is offered.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
No accommodation is offered or recommended.	
<b>Leisure opportunities</b>	
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.	N/a
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
<b>Comments</b>	
The school does not offer or advertise a leisure programme.	
<b>Declaration of legal and regulatory compliance</b>	
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .	
<p>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.</p> <p>On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.</p> <p>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.</p> <p>Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.</p> <p>Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.</p>	
<b>Comments</b>	
D1 The items sampled were satisfactory.	

## Organisation profile

Inspection history	Dates/details
First inspection	24–25 November 2020
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	20/02/2018
Ownership	Name of company: Heritage International Languages Limited Company number: 11214395
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: June (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
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	19	40
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>19</b>	<b>40</b>
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	19–50	19–50
Adult programmes: typical length of stay	2 months	2 months
Adult programmes: predominant nationalities	Brazilian, Iranian, Iraqi, Turkish	Brazilian, Iranian, Italian, Spanish, other South American

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	

Total number of support staff	0	
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### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The DoS was teaching eight hours during week of 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	0
Total	2
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	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	