

Organisation name	ILC Southampton
Inspection date	3–4 May 2023

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited ILC Southampton in May 2023. 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 private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities and academic management.</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

ILC Southampton is one of six schools in the ILC Group; the others are in Birmingham, Bristol, Cambridge, Colchester and Portsmouth. It was previously TEG Southampton (originally called 'Southampton Language College') and opened in 2009. The former owner and principal is now the regional director (ILC West) with overall responsibility for the four ILC West schools, but not Cambridge or Colchester. He is based in Portsmouth, where he is also acting director of studies (DoS) for ILC Portsmouth; he visits the Southampton school at least once a week. ILC Southampton is located in the centre of the town.

The inspection took place over one and a half days. Meetings were held with the regional director (ILC West), the ILC Southampton DoS and the office and student services administrator (who is also responsible for accommodation). Meetings were also held with the teachers and some of their students. All teachers teaching at the time of the inspection were observed twice, once by each inspector. One inspector visited two homestays.

Address of main site/head office

1 Brunswick Place, Southampton SO15 2AN

Description of sites visited/observed

The school occupies the whole of a 19th century building in the centre of Southampton, opposite a park. There are four floors, including the basement, as well as two mezzanine floors. An open-plan reception area is located on the ground floor, where the student services administrator, the DoS and, when he is there, the regional director (ILC West) work. Nine classrooms plus a small one-to-one room are spread over the four floors, together with a student lounge, a student waiting area and a study area. The teachers' room is on the top floor. Toilets and a kitchen for both staff and students' use are on the mezzanine floors. There is a small patio area off one of the mezzanine floors.

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

The school runs daytime general English courses for adults (16+) of 15 or 22.5 hours per week, with the majority of students choosing 15 hours. Students aged 16 and 17 are enrolled on adult courses though no such students were enrolled in the week of the inspection. Part-time evening classes of five hours are offered on two evenings a week. Examination preparation classes are available in the day and evening. In the summer (June to August), there are courses for juniors aged ten to 16.

Management profile

The regional director (ILC West) is responsible for the four schools in his group. He reports to the ILC board in London and liaises with the managers of the two schools to the east. The Southampton DoS and the office and student services administrator carry out day-to-day management of the Southampton school.

Accommodation profile

At the time of this inspection, the school was providing only homestay accommodation, arranged by itself for four of the 11 students enrolled. The others were staying with their families or had arranged their own accommodation privately. Publicity states that a hall of residence is also available, but this was not the case at the time of inspection. One has been identified and visited, and may be used in the summer for adult students.

Summary of inspection finding

Management

The provision meets the section standard. The management of the provision generally operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and administrative processes are carried out efficiently and effectively. *Student administration* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The school buildings are in good condition. Classrooms are mostly of a good size and there is ample space for students and staff to work and relax. There is, in most instances, a reasonable range of teaching and learning resources and technology to meet the needs of students and teachers. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard. The school provides its students with appropriate pastoral care with due regard for their health, safety and security. It arranges comfortable homestay accommodation for those students who require it, and provides leisure opportunities that meet students' interests and needs.

Safeguarding under 18s

The provision meets the section standard. Although no students under the age of 18 were enrolled at the time of this inspection, appropriate systems, procedures and training are in place to ensure the safety and well-being of young students enrolled with the provider.

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.	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.	Strength

Comments

M7 There are a number of mechanisms for reviewing and improving systems and practices within the school and the group; the self-evaluation document is particularly useful.

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.	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.	Strength
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

M11 Staff reported that the induction procedures were effective. Very full checklists were used to ensure no elements were omitted.

M12 The appraisal system has recently been developed. It now contains self-evaluation by members of staff which both managers and staff felt had made it more constructive.

Student administration	Area of strength
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.	Strength
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.	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 Customer service was seen to be good and this was confirmed by the students in the focus group who found the staff friendly and approachable.

M15 Very comprehensive information is distributed to students through a variety of media before their arrival.

M19 There are full attendance and punctuality policies; these are clearly described in a student friendly manner.

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.	Met
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.	Met

Comments

The main medium of publicity is the ILC group website which, in addition to generic information, has sections on each of the six schools and a differently branded junior summer school. Social media are also used.

M22 Uncaptioned pictures are often not representative of the text they accompany.

M23 Some language is well above B1 level and contains a number of errors, some of them typographical.

M24 The presentation of courses on generic and school specific pages does not always make it clear what is available where.

M27 While the information about accommodation is generally accurate, there are discrepancies between the generic and Southampton specific pages.

M29 Overall, claims to accreditation were correct; however, the school was displaying an outdated Accreditation Scheme marque in a window.

Premises and resources

Premises and facilities	Area of strength
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.	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.	Strength
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.	Strength

Comments

P3 There is a large and well-equipped main student common room with a second common room available if needed.

P4 Water is available and there is a kitchen shared by both staff and students. There are also a considerable number of food outlets close to the school.

P6 On the top floor, there is a large and well-equipped teachers' room.

Learning resources	Area of strength
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

P8 Met but although there are sufficient resources for teachers, some of them are in need of an update.

Teaching and learning

Academic staff profile	Area of strength
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 criteria in this subsection are fully met.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength

Comments

T5 Teachers are matched to courses according to their experience and preferences. If they need to be assigned to a relatively unfamiliar type of course, preliminary peer observations are arranged.
T9 Teachers reported that they were very well supported by the DoS, who does not normally teach and is available at very short notice.
T10 There are two formal observations a year for each teacher together with occasional informal drop-ins. Teachers can also request observations if, for example, they wish to introduce some new methodological dimension to their teaching.

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.	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.	Met
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

All criteria in this subsection are fully met.

Learner management	Met
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.	Met
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

T17 Online testing is followed by a speaking assessment; this is carried out by the DoS to ensure standardisation.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English, communication skills and IELTS preparation

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.	Strength
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.	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.	Strength

Comments

T23 Language was mostly well modelled with clear explanations of grammar and relevant examples of new vocabulary. While clear spoken and written models were generally provided to students, there were a few spelling and phonemic transcription errors in the models provided.

T24 Detailed class profiles were seen in all lessons, and students' needs were generally met in the attention to pronunciation and error correction evident in the segments observed. The content of the lesson was appropriate for the students.

T25 Lesson plans were coherent with a clear link between activities and aims. Learning outcomes were posted in weekly schemes of work and on the whiteboard.

T26 Teachers showed a good range of teaching techniques including nomination, concept checking, elicitation rather than telling and work with varying combinations of students. While there was some checking comprehension of instructions, occasional confusion indicated that more was sometimes needed.

T27 Whiteboards were clearly organised and data projection, where available, was handled well. Differentiation was built into lessons.

T28 Teachers monitored language well, gave positive and encouraging feedback and sometimes handled correction well, although some opportunities for correction, especially of pronunciation, were missed.

T29 Tasks and activities to check whether learning was taking place were an integral part of most lessons. Teachers often made reference to work covered previously.

T30 The atmosphere in classrooms was positive; students were fully engaged; and the rapport between the teachers and students was good.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria with the majority being satisfactory or better. Teachers demonstrated sound grammatical awareness and provided clear models of the language. Lessons had been planned with clear knowledge of students and with their needs and interests at the forefront. The techniques used were appropriate, and resources were managed effectively. Teachers had given some thought to the evaluation of learning, gave useful feedback to learners and created a very positive learning atmosphere.

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 subsection are fully met.	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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	
All criteria in this subsection are fully met.	
<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	
All criteria in this subsection are fully met.	
<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.	Met
Comments	
All criteria in this subsection are fully met.	

Leisure opportunities	Met
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 and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W25 At present, because of low student numbers, the leisure programme is very limited but, according to the students spoken to, it matches and satisfies their needs.	

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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	
There were no under 18s enrolled at the time of this inspection. At peak enrolment the organisation estimates a total of 12 under 18s.	
All criteria in this subsection are fully met.	

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	July 2010 (as Southampton Language College)
Last full inspection	March 2018 (as TEG Southampton)
Subsequent spot check (if applicable)	October 2021 (as TEG Southampton)
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	ILC Bristol, ILC Birmingham, ILC Colchester, ILC Cambridge and ILC Portsmouth
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2020 (ILC International Language Centers Ltd)
Ownership	Name of company: ILC International Language Centers Company number: 12861211
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	9	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	6
Part-time ELT aged 18 years and over	2	4
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	11	36
Junior programmes: advertised minimum age	N/a	10
Junior programmes: advertised maximum age	N/a	16
Junior programmes: predominant nationalities	N/a	Spanish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–23	16–25
Adult programmes: typical length of stay	6 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Spanish, French, Italian	Saudi Arabian, Spanish, French, Italian

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	1	
Number teaching ELT under 20 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	1	
Total number of support staff	1	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
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	4	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	11	0
Overall total adults + under 18s	11	