

Organisation name	International Language College, Newcastle
Inspection date	28 September 2023
Current accreditation status	Accredited
Reason for spot check	Routine: newly accredited institution

Recommendation

We recommend continued accreditation. The next inspection falls due in 2026; there are no grounds for bringing this forward.

Changes to the summary statement

No changes need to be made to the summary statement, apart from adding the date of this inspection.

New summary statement

The British Council inspected and accredited International Language College, Newcastle in September 2022 and September 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).

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

Strengths were noted in the areas of strategic and quality management, student administration, and academic management.

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

Updated summary inspection findings

None.

Organisation profile

Inspection history	Dates/details
First inspection	September 2022
Last full inspection	September 2022
Subsequent spot check(s) (if applicable)	N/a
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
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

Student and staff profile	At inspection	In peak week: August
Total ELT/ESOL student numbers (FT + PT)	45	50
Minimum age (including closed group or vacation)	18	18
Typical age range	19–40	19–40
Typical length of stay	3 months	3 months
Predominant nationalities	Saudi Arabian, Ukrainian	Saudi Arabian, Ukrainian
Total number of teachers on eligible ELT courses	5	5
Total number of managers including academic	2	2
Total number of administrative/ancillary staff	1	1

Premises profile	
Address of main site	23 Portland Terrace, Jesmond, Newcastle NE2 1QS
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Main site

Introduction

Background

This was a routine spot check within the first 18 months of accreditation.

Preparation

The inspector studied the documents received from the Unit, viewed the provider's website, and contacted the provider for preliminary information on changes since the first inspection, courses running and student and teacher numbers.

Programme and persons present

The inspector arrived at 12.50 and left at 17.00. He had meetings with the school director and the academic manager; held focus groups with teachers and students; observed a conversation club (since no formal teaching was taking place); checked the action plan; and reviewed documents relevant to the points to be addressed.

Findings

Management

The assistant school director, who was TEFLI, has left and been replaced by an experienced TEFLQ member of staff, who has taken on the position of academic manager. The school director retains overall academic oversight, but is now able to give more time to other aspects of his role. Shortly after the spot check, the school welcomed a new co-owner. It is not anticipated that this appointment will impact on the management structure.

Premises and resources

The school premises remain in a good state of repair, cleanliness, and decoration.

Effort has gone into the organisation of existing resources, online resources have been expanded, and mini whiteboards have been purchased. Sets of coursebooks have been ordered and will be made available to reduce photocopying.

Teaching and learning

The spot check was scheduled at a time when the advertised summer school was taking place. However, the academic and leisure programmes were no different from those during the academic year. No formal teaching was taking place on the afternoon of the spot check.

Teachers in the focus group were very positive about the support available, and students were also very appreciative of the teaching and the friendly, caring atmosphere.

Welfare and student services

Since the last inspection, documents and systems have been reviewed and improvements made.

Safeguarding under 18s

The school does not currently accept under 18s, but this policy is under consideration.

Declaration of legal and regulatory compliance

The school meets all requirements.

Action taken on points to be addressed

Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed. Only points reviewed during this spot check are included here. Any points outstanding will be checked at the next full inspection.

Points which must be addressed within three months

Welfare and student services

W2 The emergency plan is insufficient in scope and is not made known to staff and students.

Partially addressed. The emergency plan has been developed, but does not include provision for off-site incidents or explicit guidance on communication among staff in the event of an incident. There is currently no procedure for informing students of relevant aspects of the plan.

W11 A gas safety certificate was not on file for two of the homestays currently used by the school.

Addressed. Gas safety certificates were on file for all active hosts, and the school's policy is not to make use of new homestays until a valid certificate has been seen.

Other points to be addressed

Management

M24 There are no outline descriptions of courses including objectives and levels.

Addressed after inspection. More detailed descriptions of courses have been developed for students already enrolled, but this work has not been reflected in changes to publicity. The website was amended shortly after the spot check to include fuller descriptions of levels and outcomes. This is no longer a point to be addressed.

M27 The description of homestay accommodation does not give details of time, distance or cost of travel from the accommodation to the provider. Services for cleaning and laundry are not described for either type of accommodation offered, and the description of the residential accommodation does not make it clear that this is provided by other organisations.

Not yet addressed. The homestay handbook has been expanded to include information on requirements for cleaning and laundry, but this information is not included in publicity. The description of the residential accommodation does not make it clear that this is provided by other organisations. No indication is given of the time, distance, or cost of travel between homestay accommodation and the provider.

Premises and resources

P7 There were insufficient learning resources available for students resulting in an over reliance on photocopied materials.

Addressed. The school has taken out subscriptions to providers of online learning resources. Teachers have been introduced to these through a professional development session, and the academic manager provides ongoing support. Sets of textbooks have been ordered to reduce the need for photocopying.

Teaching and learning

T13 Written weekly plans and intended learning outcomes are not routinely made available to students.

Partially addressed. Course syllabuses and planned learning outcomes are included in the revised student handbook, but weekly plans are not presented to students.

Welfare and student services

W10 The homestay visited does not change the student bedding on a weekly basis.

Addressed. Requirements regarding change of linen have been made more explicit in the homestay handbook.

W22 Residential accommodation recommended by the school is not regularly monitored by the school.

Not addressed. The welfare/accommodation officer was on annual leave at the time of the spot check and it was not possible to inspect any records of monitoring visits.

Legal and regulatory compliance

D1 The school relies heavily on photocopied course materials.

Addressed. See P7, above.

Conclusions

The management provides continuity and stability, and the school has continued to review, develop, and improve its systems and procedures. Students receive a good level of care, and teachers benefit from support, monitoring and guidance from the new academic manager. Action has been taken on most of the points to be addressed. Although it was not possible to observe classes in order to check *Teaching and learning*, professional development sessions have targeted points to be addressed in this area. Publicity criteria are not yet fully met.
