

Organisation name	Interactive English Language School, Hove
Inspection date	26–27 January 2022

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and W2 have been addressed.

Summary statement

The British Council inspected and accredited Interactive English Language School, Brighton and Hove in January 2022. 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+) and for closed groups of adults (18+).

Strengths were noted in the area of student administration.

The inspection report noted a need for improvement in the area of course design.

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

Introduction

Interactive English Language School (IELS) was established in 2000. The current owner/directors, who share overall responsibility for the running of the organisation, purchased the school in 2006 and it was first accredited in 2008. The school offers open enrolment courses all year round as well as closed group courses on demand.

Due to the global pandemic, the inspection was conducted remotely. The inspection took place over a day and a half. Meetings were held with the academic director (AM), the non-academic director (NAM) and the office manager (OM). Four teachers were teaching during the inspection and each was observed by both inspectors. Focus groups were held with a group of students and the teachers. The inspectors were given a virtual tour of the premises and one inspector spoke to two homestay hosts and had a virtual tour of their homes.

Address of main site/head office

94 Church Road, Brighton and Hove BN3 2EB

Description of sites observed

The school occupies four floors of a building on the corner of a main road in Hove, approximately 20 minutes' walk from the centre of Brighton and less than five minutes from the seafront. The private entrance to the school leads up a staircase to the first floor where reception and the student lounge are situated. The three upper floors accommodate a total of four classrooms and a teachers' room. Gender neutral toilets are available on the landing between floors one and two, and on the fourth floor.

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

General English courses of 15, 21, 24, 27 and 30 hours per week are offered to students aged 18 and above. At the time of the inspection three classes of general English were running at levels from elementary to upper-intermediate. An additional IELTS preparation class was also taking place. All lessons were of 1.5 hours duration and were held in the mornings.

Management profile

IELS is owned by two directors who share responsibility for the overall management of the school. The AM also teaches and is responsible for all elements of the academic programme. The NAM is responsible for the general management of the school, student administration, accommodation, marketing, finance, and welfare. She is assisted by the OM.

Accommodation profile

The school offers homestay accommodation on a half-board and self-catering basis. All of the homestays are managed directly by the school, and they are all no more than 40 minutes' travel time from the school. At the time of inspection, the school had approximately 20 active homestay hosts. There was a total of 19 students in accommodation, ten in self catering and nine in half board.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates overall for the benefit of the students, in accordance with its stated goals and values. Plans for the future of the organisation are limited and

while there are appropriate quality assurance policies in place, these are not always implemented in full. Student administration is handled very efficiently, and publicity is generally accurate. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment. Classrooms are adequate in size for the number of students, and there is sufficient space for staff and students to relax. There is a satisfactory range of teaching and learning resources.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive support and systems in place to ensure quality control are generally satisfactory. However, while student placement and progress is monitored well on the whole, courses lack a coherent structure and insufficient guidance on course planning is available to teachers. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. Overall, the school provides students with appropriate pastoral care, but some risks associated with the premises and emergency situations have not been adequately assessed or mitigated. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is very well managed. Information about leisure opportunities is appropriate to meet the needs of the students.

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.	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.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M2 The school directors are currently working on plans for the future of the organisation following the impact of the global pandemic and Brexit. Only a very limited statement was available at the time of inspection.
M6 There are no formal methods for seeking feedback from staff; any action taken as a result of informal feedback has not been systematically recorded.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met

M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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

M10 There is a clear recruitment and selection policy in place and staff files are well organised and contain all relevant documentation with the exception of records of references taken for all staff.
M12 There is an appropriate appraisal policy in place but performance reviews do not take place with sufficient regularity.

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.	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.	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

M14 Customer service is delivered to a very high standard. Feedback from students confirms that staff are always approachable, caring and responsive.
M15 The communication of information and advice is managed very well. Staff are multilingual, guidance is personalised, and students confirmed that they received good advice on the choice of courses available to them.
M16 A flexible approach to cancellation and refunds is taken by the school. During the period of closure due to the pandemic, students' needs were always considered before offering either a postponement of the course or a full refund.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main medium of publicity for the school is the website. A number of social media platforms are also in use.
M24 Information on courses is generally accurate. However, the maximum class size was inconsistent throughout the website. This was addressed during the inspection and is no longer a point to be addressed.

M29 Accreditation marques on the website were not up to date at the time of the inspection.

Premises and resources

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

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

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All criteria in this area are fully met.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T8 Insufficient guidance is offered to teachers on how to deal with continuous enrolment.

T10 Observations have not taken place since the start of the pandemic, including those for new teachers who have joined the school in recent months.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 While a clearly stated teaching philosophy is available to teachers, insufficient guidance on how to plan courses is offered. There is no syllabus other than the coursebook and it is not clear how students' needs and objectives are considered.

T13 Weekly plans are posted on the classroom walls but serve primarily as a plan for teachers. Little, if any, attention is paid to them and students in the focus group stated that they were not aware of the objectives for each week.

T15 Guidance on study and learning strategies is not systematically covered in a syllabus.

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.	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

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

During the inspection period all classes were taking place in the mornings. All teachers were observed by both inspectors.

Teaching: classroom observation

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.	Met
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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers produced accurate models of spoken and written form and generally provided good explanations of grammar and vocabulary. In better segments models included parts of speech, phonetic script and attention was paid to syllable stress and contracted forms.

T24 Lessons were generally well planned, course content was appropriate and in better plans there were detailed student profiles. Anticipated problems and solutions identified showed evidence of teachers responding to students' learning needs in most cases; however in some instances this was overlooked.

T25 Lessons followed a logical and coherent sequence of activities but it was not always clear how outcomes were made known to students. In isolated examples, teaching aims rather than learning outcomes were expressed in plans.

T26 A good range of appropriate teaching techniques was observed on the whole. Teachers elicited target language confidently, and gesture and mime were employed to good effect. There were good examples of nomination, prompting and concept checking, and controlled oral practice at both single word and sentence level was observed in better segments. However, in isolated examples techniques were rather limited.

T27 The classroom environment was handled well. Coursebooks were exploited creatively and included imaginative activities which helped lift the coursebook from the page. Student interactions varied in most lessons and teachers provided clear instructions on the whole.

T28 In the majority of cases correction and feedback on performance was seamlessly integrated into activities. Correction techniques included self and peer correction and student activities were monitored efficiently, leading to on the spot correction as well as delayed feedback, and praise and encouragement were given appropriately.

T29 Lesson plans were well staged and included activities to check that learning was taking place. Concept checking was evident in most lessons but in isolated cases the teacher corrected at the expense of allowing the student to experiment with new language.

T30 Teachers created a warm, friendly and positive learning atmosphere. Students were clearly motivated and engaged, working well in pairs and small groups. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm. Activities were often personalised or included a competitive element to ensure maximum engagement. Teachers were encouraging, calm and supportive and had developed a very good rapport with their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being satisfactory or good against the criteria. Teachers delivered well-staged lessons with appropriate content and activities to ensure that students were actively engaged at all times. Knowledge of the linguistic systems of English was generally sound and good models of the language were provided. A range of appropriate teaching techniques were employed as well as consistent feedback and error correction. Materials were used imaginatively which helped create a very positive learning environment.

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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
W1 The risks associated with entry to the building from the street are not adequately assessed or mitigated. W2 There is no plan in place to respond to an emergency on the school's premises or in the school's locality. W6 Students receive comprehensive information about modes of transport to travel to Brighton from a range of points of entry to the UK through handbooks and on the website. Students are also provided with personalised information telling them how to travel to the school and their accommodation from Brighton city centre. W7 Student displays and handbooks provide students with up-to-date, comprehensive information about life in the UK. Students commented that they felt that the school provided excellent support for relevant aspects of their stay in the UK.	
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.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W12 Students receive a personalised written confirmation giving details of the type of accommodation they will be staying in, including a pen portrait of their host. Maps and travel times and costs from the city centre and to the school are included, as well as useful links to transport services. W14 A comprehensive handbook sets out very clear rules and terms and conditions for hosts. In addition, it gives hosts excellent advice and guidance with regard to the provision of a successful homestay.	
<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.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W23 The school does not have its own leisure programme, but provides students with comprehensive information about local social, cultural and sports events and activities through handbooks and displays. In addition, the school gives information to students about local and national leisure activities which are run by a specialist provider.

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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a

Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	April 2006
Ownership	Name of company: Interactive English Language School Ltd Company number: 07147035
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	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	42	82
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	4	8
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	46	90
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	31	31
Adult programmes: typical length of stay	12.5 weeks	9 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian, Turkish, Chilean	Saudi Arabian, Brazilian, Turkish, Chilean

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	1	1
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	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager was teaching a total of 15 hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
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	19	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	23	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	46	