

Organisation name	Language Study Centres, Head Office London
Inspection date	24–27 June and 4 July 2019

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. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022. However, an action plan must be submitted within three months to demonstrate how weaknesses in accommodation, leisure opportunities, and safeguarding under 18s will be addressed, and this should be followed up by a spot check next summer focusing on these areas.

Summary statement

The British Council inspected and accredited Language Study Centres in June and July 2019. 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 large private language teaching organisation offers courses in general English for under 18s.

Strengths were noted in the area of learning resources.

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

Introduction

The parent company of Language Study Centres (LSC) is STS Educational Group Limited (STS), based in Sweden. STS offers a range of educational products and services that include: language schools, 'High School' programmes (immersion in UK state schools from September to May), au pair programmes and study abroad services. Only the language school programmes operating in the UK and run by LSC are accredited by the British Council.

LSC only recruits students through language tour operators (LTOs) and STS, so does not accept direct enrolments. Most students recruited by STS are for homestay programmes; those recruited through other agents normally follow residential programmes. The activities and excursions part of the programme, together with accommodation and other services, are negotiated separately by the head office with each group.

After a full inspection in June 2018, the organisation's accreditation was placed under review because of the need for improvement in publicity, premises and facilities, accommodation, and safeguarding under 18s. The period of review was to be ended by the submission of an action plan addressing these weaknesses within three months, and a full re-inspection in summer 2019. The required action plan was submitted, and this report relates to the follow-up re-inspection.

The inspection was conducted by two inspectors and lasted for three whole days and part of a fourth day on 24–27 June, and one whole day the following week (4 July). In the first week, part of a day and the following day were spent at the LSC course at the University of Bournemouth, one day at the University of Brighton, and one day at the head office in London. On 4 July a full day was spent at the University of Greenwich. At the head office the inspectors looked at documentation and held meetings with the managing director, the operations director, the head of academics, the academic manager, the accommodation and welfare manager, the summer centres operations manager, the operations co-ordinator, and a business development manager. At all three centres the inspectors held meetings with the centre manager, the assistant centre manager(s), the director of studies (DoS), the student welfare officer, and the activity manager. Focus group meetings were conducted at all centres with students, teachers, group leaders and activity staff. All teachers timetabled during the inspection were observed at each centre, except for one at Greenwich. One inspector visited three homestay providers in Bournemouth, two homestays and a student hall of residence in Brighton, and both student halls of residence in Greenwich.

Address of main site/head office

Screenworks 109, 22 Highbury Grove, London N5 2EF

Description of sites

All the sites listed here were in use at the time of the inspection.

The head office (HO) is situated in a former film production building, now converted to provide office accommodation for a number of companies. The large open-plan office where the management team and staff are based is on the first floor, and is 'zoned' into areas where the teams working on different areas are grouped together. There is a café on the ground floor, as well as meeting rooms that can be booked by any of the companies based in the building.

The Talbot campus of the University of Bournemouth (Fern Barrow, Dorset BH12 5BB) is about two miles from the centre of Bournemouth. The course offices and classrooms are based in the Fusion Building, a modern building with classrooms and offices on four floors. The main course office is on the second floor, and the staffroom and classrooms are on the third floor. There are designated toilets for course staff and for male and female course students, though all may be used by other visitors and staff in the building. There is a cafeteria on the ground floor, and lift access to the upper floors.

The Moulsecomb campus of the University of Brighton (Queensdown School Road, Brighton BN2 4GP) is in the north-eastern suburbs of Brighton, just over two miles from the sea front. The course offices are based on the third floor of the Watts building, a teaching block centrally located on the campus. At the time of the inspection, all the classrooms in use were on the same corridor as the offices, and entry to the corridor was controlled by centre staff. At peak, classrooms in other parts of the campus are used. Male and female toilets are nearby, available to all users of the building. There is a cafeteria on the ground floor, and lift access to the upper floors.

The Old Royal Naval College campus of the University of Greenwich (Park Row, London SE10 9LS) is a world heritage site, on the edge of the river in the heart of Greenwich. The course is based in the Queen Anne building in the centre of the campus. The course office is on the first floor, with classrooms on the first and second floors. There are toilets for student use on both floors (also available to university staff). Students take all their meals in a large, newly refurbished cafeteria, a short walk from the teaching block.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Courses may be run at any time of the year at one of the centres not visited in this inspection; it ran fewer than 25 weeks last year. Vacation-only courses are for students aged 12–17. Students follow a programme of 15 hours per week, of which ten hours are general English and five are 'CLIL' (content and language integrated learning) where there is a focus on a particular subject (e.g. history) and the language is acquired by learning about the subject. Courses are usually on a zig-zag pattern, with teaching and activities alternating between morning and afternoon on a weekly basis.

Management profile

The HO structure is organised functionally into sales, operations, admissions, finance, and academic. Each of these areas has a head, who reports to the managing director; in most cases there are sub-areas within each area and the managers in charge of these sub-areas report to the head.

Each centre has a centre manager, an activity manager, a student welfare officer and director of studies. In the larger centres, there are assistants/deputies for each of these roles. Centres offering homestay accommodation also have a local organiser, who recruits and manages homestay hosts on behalf of the centre.

Accommodation profile

The organisation offers both residential and homestay accommodation. At two of the centres visited, only homestay accommodation was in use at that time, although the residences were due to come into use the following week. At the third centre visited, all students were in residential accommodation. The residences varied, with some offering individual ensuite rooms, and others offering shared bathroom facilities. All three residences had laundry facilities on site.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated values, and their publicity. The structure of the organisation is clear, communication is very good and student administration is carried out efficiently and effectively.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A wide range of learning resources is available, specifically designed for the age and needs of the students. Guidance on the use of these resources is provided as an integral part of the programme. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective overall, but need to focus more on identified learning outcomes, and on learning strategies. Teachers receive appropriate support, and overall the courses are managed to provide benefit to the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for pastoral care and information are met. Accommodation is suitable and managed by an experienced and diligent team. Systems are in place to ensure the safety and security of students on the premises, but further work is needed on the plan in place for dealing with a comprehensive range of emergencies. The leisure programme is varied and caters well for the different age groups in the school, but it is currently under resourced in terms of staff in some centres.

Safeguarding under 18s

The provision meets the section standard. Safeguarding documentation and training are very good, but systems and arrangements for supervising students both during and after scheduled programmes are not adequate in some centres.

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.	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.	Strength
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.	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.	Met

Comments

M1 There is a clear statement of the values of the organisation, which is prominently displayed in centres, at head office and on documentation; the values are emphasised during induction. Managers at all levels were able to articulate the relevance of these values, and the ways in which they were realised in their work.

M3 The management structure, both at head office and at the centres, is clear and well understood by all concerned. Staffing levels are carefully matched to the level of need, and are explicitly designed to provide continuity and cover in case of unexpected events.

M4 Communication channels, within all the centres visited, at HO, and between HO and the centres are extremely effective. Within the centres, there is a good mixture of informal communication and formal meetings; there is regular, scheduled communication between centres and HO, backed up by visits and easy electronic access to HO managers in case of need.

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.	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

M11 Pre-summer centrally organised induction arrangements for all management staff are well thought-out and effectively implemented. The programme was revised for 2019, and returning staff commented that it was thorough and very helpful. There was also very positive feedback on the induction arrangements at centres.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

Comments

All criteria in this area are fully met.

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.

Strength

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.

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.

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 a brochure covering all courses run by LSC; there is also a website which contains information sheets for each centre. As noted in the Introduction, LSC does not enrol students directly, and students and parents would normally find out about the school through STS or through language tour operators. LSC provides an information portal for its partners.

M22 Information about the provider and its services is very clearly presented both in the brochure and on the website. Good use is made of graphics, and photographs are captioned. Group leaders reported that they and their students felt that the information in the brochure provided an accurate representation of what they found on their course.

M25 Information about the costs of optional excursions is provided. However, since the organisation recruits entirely through agents who normally sell the course as part of a package, no other information about costs is given in the publicity.

M26 This criterion is met overall, but the reference in the Welfare section of the brochure to risk assessments being drawn up to cover students' journeys from homestay hosts to the course centre, does not make it clear that, nonetheless, students actually make this journey independently.

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.	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.	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

P1 At all three sites visited, the premises were in an excellent state of repair and cleanliness, and offered a very comfortable and attractive environment for students and staff.

P2 Classrooms at all three centres are light, spacious and airy. They are well equipped and, in most cases, offer flexibility of layout. In Brighton, some use is made of rooms with a lecture theatre layout which cannot be adapted, and which are not ideal for promoting classroom interaction.

P5 Signage and information display is limited at the Greenwich site because of university restrictions on what can be displayed in a heritage site and listed building. However, in the context of the courses being run, the provision is adequate.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
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.	Strength

Comments

P7 Students are given in-house coursebooks, specifically designed to be age and level appropriate. They are written to match precisely the course structure and length.

P8 Teachers have access to a wide range of support material. As well as copies of coursebooks and a teacher's book, they also receive a USB that contains a large amount of supplementary audio-visual material, electronic copies of the coursebook, and extensive academic documentation.

P9 The university IT department is on hand at all sites visited to maintain the classroom IT, and to provide support. Teachers are given full guidance in the use of the computers and data projectors found in all classrooms during their induction.

P12 Academic materials are systematically reviewed annually on the basis of feedback from students, teachers and academic managers. A new level of the in-house coursebook has been produced to fill a perceived gap, and new editions of the current materials are planned for 2020.

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 One teacher at the three centres inspected did not have a Level 6 qualification. Her rationale was accepted on the basis of post-school training and experience, and the fact that she is currently studying for an undergraduate award.

T3 Across the organisation, a considerable proportion of the teachers, and all but one of the on-site DoSs were returners from previous years. This contributes significantly to the experience, knowledge and skills they bring to their work on these courses.

T4 The academic management team is led by an appropriately qualified and experienced year-round head of academics, supported by a TEFLQ academic manager. At one of the centres visited the on-site DoS, and at another centre the on-site ADoS, did not have a TEFLQ qualification. The rationales were accepted, in the first case on the basis of the intensive guidance and support from the central academic team being provided to induct her, and in the other case on the basis of the post-holder's long experience in roles of this kind and the fact that support was available if needed from the on-site DoS and the central academic team.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

All the criteria in this area are fully met.

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.	Strength
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.	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 There is a very clear rationale for the structure of courses; syllabuses are linked to the Common European Framework of Reference for Languages (CEFR) levels and the proficiency levels of an external oral examination. This is set out in a very clear *Academic Overview*. Detailed guidance for teachers on linking the syllabus and coursebooks is provided through inductions, the *Teacher handbook*, and teachers' books.

T12 Course design is reviewed annually on the basis of feedback from academic managers, teachers and students. The *Academic Overview* was produced and additional materials for teachers were created in the light of the previous year's feedback.

T13 The coursebooks have a clear overview/map at the beginning, which serves as a useful outline of the areas to be covered; however, there is little focus at present on the identification of learning outcomes.

T15 There is no explicit focus on study and learning strategies in the current materials.

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.	N/a

Comments

All relevant criteria in this area are fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Language focus (lessons 1 & 2); theme focused (lesson 3)

Comments

One teacher at the Greenwich centre was not observed because he arrived (from another LSC centre) during the course of the day.

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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 All teachers observed showed an appropriate knowledge and awareness of the use of English and produced appropriate models of the language.

T24 In all cases, the lesson segments observed were based on the coursebook, which has been designed to be relevant to the needs and backgrounds of the students. In a few cases, this had been supplemented by teachers' own materials, which were not always entirely appropriate to the age and background of the students.

T25 Few of the teachers observed identified learning outcomes for their sessions, either in their lesson plans or in the course of their classes.

T26 All teachers used a range of appropriate techniques with their classes. In some cases, the range was rather limited and classes were rather teacher dominated, but, in others, teachers showed confidence in using a wide range of techniques to vary the pace of the sessions and to involve the students.

T27 Classroom management was satisfactory in almost all cases. In the better segments observed, teachers used the coursebook materials effectively and personalised them to the context of the class. Classroom layout was sometimes varied to encourage interaction.

T28 A considerable number of the lesson segments observed were characterised by a lack of feedback to the students on their performance, even when significant errors were produced and the comprehensibility of what the student was trying to produce was severely impaired.

T29 Most classes observed contained production activities which enabled the teacher and the students to see how well they could now use the language or skills which were the focus of this stage of the class.

T30 In most cases teachers were able to engage the students in their classes, by setting up interesting tasks and activities and giving them plenty of opportunities to contribute their own ideas and opinions. This created a positive learning atmosphere in the great majority of the classes observed.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from excellent to unsatisfactory, with the majority being satisfactory. Teachers provided appropriate models of the language and generally used the coursebook effectively to cover themes and topics relevant to the students. However, learning outcomes were rarely identified. Most teachers used a range of teaching techniques and classroom management skills to ensure that the students were engaged in their lessons, but there was a general lack of feedback to students on their performance. There was a positive learning atmosphere in almost all classes observed.

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.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Not met

Comments

W2 Plans and procedures are in place to deal with emergency situations. However, further work is required to make these as comprehensive as should be; and also to ensure that all staff are aware of them.

W3 There is a named student welfare officer (SWO) in each centre, and communications between them and other key post holders are both efficient and proactive. In some centres, there is a welfare focus during student induction, and SWOs hold weekly welfare focus groups where students can drop in to discuss welfare matters. However, this level of attention was not seen in all centres visited.

W7 New student handbooks have been created, which contain a wealth of useful and interesting information. The information is attractively presented with excellent visuals and accessible text. The handbook is sent electronically in advance, and a physical version is given on arrival.

W8 The organisation aims to have two first aid-trained members of the management team in every centre, but this was not the case in two of the three centres visited. One centre had only a single member of first aid-trained staff, and another had none (due to unforeseen circumstances), although contact had been made with the equivalent staff at the host university.

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.	Strength
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.	Strength

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.	Strength

Comments

W11 The organisation employs 'local agents' (LOs), who are responsible for the recruitment and inspection of homestay accommodation. LOs have experience of hosting themselves, as well as working with young people. They use a database which records all information efficiently and flags up when inspections or document checks are due. In residential accommodation, thorough checks are carried out by both the centre staff and members of the accommodation management team.

W13 The LOs are in constant contact with homestay hosts, which is much appreciated by the hosts. Students complete a questionnaire on their third day to check on key aspects of their homestay provision. LOs take immediate action in response to issues raised. Questionnaires serve the same purpose with regards to residential accommodation.

W14 The organisation has produced a very useful handbook for hosts, which the LOs use on their annual visits. Additionally, the school sends a 'thank you' flyer to active hosts with key reminders included.

W15 Both written and oral feedback from students is positive regarding the provision of food. There is a fair system in place for remunerating hosts who accept students with special dietary requirements. The hosts visited had a very flexible and practical approach to providing meals for their students, which included a high degree of input from the students themselves.

<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.	Not 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

W17 All students who book through the parent company offices abroad must pay extra if they want to ensure that the student(s) they are accommodated with speak a different language.

W18 In two of the homes visited, three students were sharing one room. Written requests from their parents had not been received.

<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

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.	Strength
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.	Not 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

W23 The social programme includes a number of creative ways for students to interact with local people and their culture. Groups can also book extra trips to places of cultural interest, which the centre will organise for them.

W25 Activity leaders recruited by the parent company abroad act as both group and activity leaders. As well as not necessarily having local knowledge, they work long hours and seven days a week. The strain of this expectation was evident and a number were already unwell, with a consequent impact on the provision for students.

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.	Strength
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.	Strength
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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	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

All students enrolled on the company's courses are under 18. At all centres the minimum age is 12 and the maximum is 17. At the centres visited, all students fell within this age range.

S1 There is a thorough policy in place, which is updated at least annually. The policy is supported by large colourful codes of conduct displayed in classrooms and handbooks, as well as other practical documents such as incident-reporting forms.

S2 Safeguarding training for staff is detailed and varied. As well as all staff completing online training specific to their roles, they receive face-to-face training by the company's safeguarding lead during induction weekends.

S5 Premises risk assessments are not yet as thorough as needed given the open nature of the centre campuses and the age of their students. Urgent action to mitigate the risks of unsupervised toilets shared with university staff and visitors is required in some centres, but in others it was being sensibly handled.

S6 Students staying in homestay accommodation have to travel by bus between their homes and the campus or activity site. This is particularly inappropriate after evening activities, when children as young as 12 are travelling home after 9:30pm. Although age is taken into consideration when placing students in homestays, and other systems are in place to check that students do make it home safely, the shuttle bus service that was intended to deal with this issue has not yet been put in place.

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: multicentre**1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

Inspection history	Dates/details
First inspection	2005
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) by this multicentre organisation	Study programmes in Malta, Spain and USA
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Name of company: Language Study Centres Ownership: STS Education AB (Sweden) Company number: 03790349
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Screenwork 109, 22 Highbury Grove, London N5 2EF
Name and location of centres offering ELT at the time of the inspection but not visited	<p>Oxford Brookes University, Headington Campus Headington, Oxford OX3 0BP</p> <p>Hastings, Sussex Coast College Ore Valley Sussex coast College, 42 Parker Road, Hastings TN34 3TT</p> <p>University of Westminster, Harrow Campus Watford Road, Harrow HA1 3YU</p> <p>University of Roehampton, Southlands College Queens Building Roehampton Lane, London SW15 5SL</p> <p>University of East London, Docklands Campus University Way, London E16 2RD</p> <p>St Albans Shenley Lane, Colney, London AL2 1AF</p>
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	<p>University of East London, Docklands Campus University Way, London E16 2RD E-Sport Programme</p>

Student profile at peak at all centres

Student profile at peak at all centres	Collated totals in peak week: July all centres
ELT/ESOL students (eligible courses)	
18 years and over	0
17 years and under	1186
Overall total of ELT/ESOL students shown above	1186
Predominant nationalities	Italian, Swedish, Finnish, Danish, Norwegian, Chinese, Spanish

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	71
Total number activity managers and staff	130
Total number of management (non-academic) and administrative staff	16
Total number of support staff (e.g. houseparents, matrons, catering)	6

2. DATA ON CENTRES VISITED

1. Name of centre	Bournemouth University, Talbot Campus Fern Barrow, Dorset BH12 5BB
2. Name of centre	University of Brighton, Moulsecoomb Campus Queensdown School Road, Brighton BN2 4GP
3. Name of centre	University of Greenwich, Greenwich Campus Queen Anne Court, Old Royal Naval College, Park Row SE10 9LS
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
ELT/ESOL students	At inspection					In peak week				
18 years and over	0	0	0			0	0	0		
17 years and under	67	105	151			246	296	162		
Overall total	67	105	151			246	296	162		
U18 programmes: advertised minimum age	12	12	12			12	12	12		
U18 programmes: advertised maximum age	17	17	17			17	17	17		
Predominant nationalities	Italian, Swedish, Finnish, Danish, Norwegian, Spanish					Italian, Swedish, Finnish, Danish, Norwegian, Chinese, Spanish				

Staff profile at centres visited	At inspection					In peak week				
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	4	7	7			9	13	7		
Total number of activity managers and staff	7	10	9			15	17	9		
Total number of management (non-academic) and administrative staff	4	4	3			6	8	3		
Total number of support staff	1	1	0			1	1	0		

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1	0		
Academic managers without TEFLQ qualification or 3 years relevant experience	0	1	1		
Total	1	2	1		

Comments

Support is also available from the head of academics and the academic manager at head office, both of whom are TEFLQ.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0	0		
TEFLI qualification	3	5	6		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	0	0		
Teachers without appropriate ELT/TESOL qualifications.	0	0	0		
Total	3	5	6		
Comments					
None.					

Accommodation profile

Numbers in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0	0			67	105	0		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	0	0	0			0	0	151		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0	0			0	0	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
	Adults					Under 18s				
Overall totals	0	0	0			67	105	151		

Centres	1	2	3	4	5
Overall total adults + under 18s	67	105	151		