

Organisation name	Language Vision, Acton
Inspection date	29–30 May 2019

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

### **Recommendation**

We recommend accreditation with a spot check in the first 12 to 18 months. 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 Language Vision, Acton in May 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](http://www.britishcouncil.org/education/accreditation) for details).

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

The inspection report noted a need for improvement in the area of learning resources.

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

## Introduction

Language Vision (LV) is the ELT school of ABI College, which is an independent higher education institution offering vocationally oriented courses at levels 3–7 for students who are aged 18 years and above. The college has two centres, one in Acton in the London borough of Ealing, founded in 2004, and the other in Reading, established in 2006. The LV brand is used for the English language teaching operation in both centres. The Acton centre moved to its current address in 2008 and the LV school was established as a formal identity within the college in 2017. The school does not currently provide language students with accommodation or an organised leisure programme as most of the students are in employment locally.

The inspection took place over one and a half days. The inspectors had meetings with: the CEO/principal, dean of college, director of studies (DoS), assistant director of studies (ADoS), registrar, senior administrative officer, and school administrator. Meetings were held with a group of students and an individual teacher. Both teachers scheduled to teach at the time of the inspection were observed by both inspectors.

## Address of main site/head office

3 The Mount, London W3 9NW

## Description of sites visited

Language Vision (LV) is located in ABI College, which has sole occupancy of premises in the centre of Acton. On the ground floor there is a reception area, staffroom, students' relaxation area, a meeting room, kitchen and toilet; on the first floor there are two classrooms, one of which houses a computer suite; on the second floor there are two classrooms, offices, toilet and a store room. The college moved to its current premises in 2008.

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

The school runs flexible general and business English programmes for the local market. Class times and days depend on the students' level, and some classes have an examination focus. On the two days of the inspection there was one class running in the morning and one class in the early evening, and levels were different on each day.

## Management profile

LV is managed by the CEO/principal of ABI College with the support of the dean of college, as well as the LV's DoS and ADoS. At the time of the inspection the ADoS was being trained to take over the role of DoS when the DoS leaves shortly after the inspection. The school plans to recruit a new ADoS as the number of language students increases in line with the school's strategic plan.

## Accommodation profile

The school does not offer accommodation.

## 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 very clearly stated goals and values, and their publicity. The structure of the

school is appropriate and communication channels are satisfactory, and student administration is generally carried out efficiently and effectively.

### Premises and resources

The provision meets the section standard overall. The premises provide students and staff with an appropriate environment for work and relaxation. However, learning and teaching resources are insufficient for the courses run. There is a need for improvement in *Learning resources*.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Aspects of academic management are very good but too little support is given to teachers in relation to course design. Student progress is well monitored. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The provision meets the needs of the students for pastoral care, information and leisure activities. Students benefit from well-managed student services.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## 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.	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.	Met

### Comments

M1 The goals and values of the school are integral to how it works. Their relevance is understood and articulated by the management team.

M5 Appropriate systems are in place to obtain feedback from students at different stages of the course but the return rate of questionnaires at the end of the course is low.

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.	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
<b>Comments</b>	
M10 Recruitment procedures are effective overall but second references mentioned in the school's recruitment policy were missing on the teacher files examined.	
<b>Student administration</b>	
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.	Not 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
<b>Comments</b>	
M18 Local contact details were missing from three of the student files checked.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a
<b>Comments</b>	
Publicity consists of an ABI website with a link to LV, a dedicated LV website, a flyer and a social media presence. The LV website is considered the main medium of publicity.	
M22 Publicity represents the school accurately. However, there are no adequate descriptions or photos on the LV website to indicate the size and location of the premises or the extent of resources.	
M24 The total number of taught hours is inaccurate and misleading. Improvements were made during the inspection and the statements are no longer inaccurate. However, total numbers are still expressed in terms of lessons rather than hours and students are required to make their own calculations. This remains a point to be addressed.	
M27 The school does not offer accommodation. However, publicity referred to 'signposting students to accommodation agencies recommended by the British Council'. This was changed to 'British Council registered accommodation agencies' during the inspection and is no longer a point to be addressed.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.

<b>Learning resources</b>	Need for improvement
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not 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.	Not met

### Comments

P7 Teachers are required to supplement coursebook materials but there is insufficient supplementary material available.

P8 There are insufficient resources in the area of teacher development.

P10 There is a small study/relaxation room with a few resources for students to use, but nothing developed enough to qualify as a self-access centre.

P12 The school has recently changed its policy from including coursebooks in the registration fee to providing photocopies of course materials, but insufficient consideration has been given to the implications of this change of policy and the provision of suitable alternatives.

## Teaching and learning

<b>Academic staff profile</b>	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

T4 The current DoS is TEFLQ with over three years' relevant teaching experience and previous ELT management experience in a language school. However, she is due to leave shortly after the inspection and the ADoS is taking

over her role. The ADoS is also TEFLQ and is completing a course in ELT management. To date, no replacement ADoS has been appointed.

<b>Academic management</b>	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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

**Comments**

T6 The timetable is flexible and adapted to meet student needs. However, there was evidence that at certain times of the day students were being taught at in mixed-ability classes.  
 T8 Good attention is given to all aspects of continuous enrolment. However, guidance for teachers in the handbook is minimal.  
 T9 The ADoS shares workspace with the teachers, Teachers are part-time but academic managers provide very good support as required. Informal workshops are frequent and appropriately linked to teachers' needs and wishes.  
 T10 There is a clear observations policy, which includes the first two weeks, the end of the probationary period and regular development observations, as well as drop-in observations. The observations were praised by teachers, and inspectors noted that observation feedback was of a high standard.

<b>Course design and implementation</b>	Met
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.	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.	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.	Not met

**Comments**

T11 The school aims to provide a course adapted to student needs. However, it has recently abandoned its policy of making the coursebook central to course design and currently there is insufficient guidance for teachers and inadequate supporting materials for the policy of a negotiated syllabus to be completely successful.  
 T12 Despite comments in T11 above, there was evidence of course design at a weekly level being reviewed and adapted to meet student needs.  
 T15 Guidelines are given to teachers on including learning strategies into their courses but there are too few examples of how this may be done successfully.  
 T16 Some suggestions are given to teachers on strategies to help students develop their language skills outside the classroom but there was little evidence of systematic integration of the local environment into course content.

<b>Learner management</b>	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.	Strength
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

T18 Frequent and regular assessments are carried out and recorded. Results are discussed during the four-weekly tutorials with the ADoS. The students benefit from the consistency of support and expertise offered by the ADoS.

### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English classes at different levels.

### Comments

One morning class and one evening class was observed by both inspectors.

<b>Teaching: classroom observation</b>	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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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 Knowledge of the grammatical systems was sound, though in some lesson segments observed there was insufficient focus on sounds and word stress.  
T24 Student profiles were good overall. The content of lessons was well chosen in the stronger segments observed but less appropriate in some others.  
T25 Learning outcomes were made known to students and daily menus were put on the whiteboard.  
T26 Teaching techniques were varied and mainly very effective. There was good elicitation and in the stronger segments some good techniques were employed for dealing with unknown vocabulary.  
T27 Classroom management was generally effective.  
T28 In the stronger segments observed correction and feedback was handled well.  
T29 There were opportunities to evaluate learning in all lesson plans seen.  
T30 Teachers were sensitive to individual needs and created a very positive working atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority of the lesson segments being satisfactory. Knowledge of the grammatical systems was sound, though there was sometimes insufficient focus on sounds and word stress. Lesson planning varied in effectiveness. The content of lessons was well chosen in the stronger segments observed but less appropriate in some others. Teachers had appropriate procedures for making learning explicit and a good range of teaching techniques was in evidence. Classroom resources were managed competently, and there was mainly effective feedback provided to students. There were opportunities to evaluate learning in all lesson plans seen. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

## Welfare and student services

<b>Care of students</b>	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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
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.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 The entrance door to the school is on a busy high street and is not locked during the day. An internal door off the entrance hallway gives access to the classrooms and this is kept open during the day. A second door gives access to the reception area. Although there are some security measures in place, such as CCTV cameras, the risks of this open access have not been fully assessed.

W2 There is no emergency plan in place.

W4 The policies to promote tolerance and respect are clear and presented to staff and students in handbooks, on notices throughout the school, and in the organisation's ethos. All staff receive Prevent training and are well aware of their duties in this area.

W5 Currently the school only enrolls students who are already based or living in the area.

W6 Currently the school only enrolls students who are already based or living in the area.

<b>Accommodation</b> (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

### Comments

None.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a

W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	

<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.	N/a
<b>Comments</b>	
W22 The school does not currently recommend accommodation.	

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	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
<b>Comments</b>	
The relevant criterion in this area was fully met.	

<b>Declaration of legal and regulatory compliance</b>	
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .	
<p>The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.</p> <p>On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.</p> <p>Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.</p> <p>Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.</p> <p>Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.</p>	
<b>Comments</b>	
D1 Sampling identified the following issue: there were no CLA guidelines at the photocopier and given the school's current photocopying policy there are grounds for assuming that copying limits are being exceeded.	

### Organisation profile

Inspection history	Dates/details
First inspection	May 2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited

Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	ABI College, centres in Acton and Reading Language Vision Reading

### Private sector

Date of foundation	July 2004
Ownership	ABI College (Trading as Language Vision) Company number: 5163075
Other accreditation/inspection	QAA

### Premises profile

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

### Student profile

Student profile	At inspection	In peak week: October (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	10
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	7	18
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	7	28
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	25–30	25–30
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Romanian	Polish

### Staff profile

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

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>2</b>

Comments
None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	N/a
Staying in privately rented rooms/flats	4	N/a
Overall totals adults/under 18s	7	N/a
Overall total adults + under 18s	7	