

Organisation name	Leeds Language College
Inspection date	1–2 March 2022

Section standards	
<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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 and safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Leeds Language College, Leeds in March 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the area of student administration.</p> <p>The inspection report noted a need for improvement in the areas of publicity and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The college opened as a language school in 2009 and moved to its current premises at the end of 2019. The majority of students are generally either based in Leeds or arrange their temporary accommodation for themselves while they are studying at the college.

At the beginning of 2020 the school was temporarily closed in line with the government pandemic requirements. The vice principal and other members of staff were furloughed for a time but staff have since returned on reduced or flexible hours with a more consistent staff body in post since January 2022. A new administrator was appointed in August 2021.

The inspection took the equivalent of a day and a half with two inspectors. Due to the global pandemic, the inspection was conducted remotely

The inspectors had meetings with the principal (owner), the vice principal/director of Studies (DoS), the academic executive and the administrator. Focus groups were held with students and teachers. The two teachers, and the academic executive, timetabled for the week of the inspection were observed. One inspector followed a live virtual tour of the college premises. The second inspector conducted a virtual visit of one homestay and had a virtual meeting with the homestay host.

## Address of main site/head office

4th Floor, 31–32 Park Row, Leeds LS1 5JD

## Description of sites observed

Leeds Language College (LLC) occupies half the fourth floor of a building, located in the centre of Leeds and a three-minute walk from the train station. There are three classrooms, two offices, a staffroom, and a students' room that has provision for making drinks and microwaving food. The communal ground floor entrance gives access to an independent café/ restaurant and a locked door with a buzzer and intercom system. The college administrator controls access to the main central staircase and lift (which is temporarily out of use). Male and female toilets are located on the fourth-floor landing and are shared with the small company that has offices across the landing.

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

Most courses are general English for adults; only courses of this type were being run during the inspection.

## Management profile

The principal who is also the owner of the college is based in the building and is responsible for all aspects of its day-to-day management. In regard to business and commercial strategy, premises, homestay accommodation and regulation he is supported by the company secretary and the administrator. The vice principal/ director of studies who works mostly remotely supports the principal with academic matters, staffing and safeguarding. The vice principal/DoS manages the teaching team and is supported by the academic executive who is in the school on a daily basis and is currently teaching full time.

## Accommodation profile

LLC offers homestay accommodation to students, often for a short period upon their arrival in the UK. The school manages its own small cohort of homestays and at the time of the inspection, there were three students in such accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students. Communication, feedback and review systems work effectively. Student administration is very good. Some aspects of publicity are in need of attention. *Student administration* is an area of strength. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The premises are clean, well designed and professional, and classrooms are suitably appointed. Resources for teaching and learning are satisfactory.

### Teaching and learning

The provision meets the section standard. The academic team has an appropriate profile in terms of qualifications and experience. Academic management systems are suitably organised and teachers are well supported, but a focus on study and learning strategies is not systematically integrated into course design. The teaching observed met the requirements of the Scheme

### Welfare and student services

The provision meets the section standard. Students receive good pastoral care from well-trained staff, but homestay records are incomplete. Information on how to access cultural and social activities in the local area is provided, but the leisure programme does not meet expectations based on the school's publicity.

### Safeguarding under 18s

Overall the provision meets the section standard. Although training within LLC is good, the safeguarding policy is missing a number of important details. Some safer recruitment procedures are not followed, and supervision outside of lessons is insufficient. Supervision during scheduled activities is entirely suitable. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

## Comments

M7 Review systems pre-pandemic were very thorough leading to precise and specific development plans. Since January 2022, new development plans have started to take shape and objectives with timeframes and responsibilities are beginning to show evidence of progress.

<b>Staff management and development</b>	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.	Not 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

#### **Comments**

M9 Job descriptions for all posts are available but there are no details of the Designated Safeguarding Lead (DSL) role or responsibilities on the principal and vice principal's job descriptions.  
M10 A comprehensive recruitment policy, including the requirement for two references and DBS checks, is in place but there were some gaps in staff files examined. References were missing for two members of staff and a DBS check for a staff member in post since August 2021 was still not available.

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 The level of customer service is very good and student feedback confirmed that students receive very clear information and good support. In spite of the challenges arising from the pandemic, the administrator who joined in August 2021 received a two-week handover from her predecessor.  
M15 Pre-course information is very thorough and communication, by a variety of channels, ensures students receive all the information they require.  
M19 Student absenteeism is quite high but records showed that the procedures for following up on absences had been followed consistently and efficiently.

<b>Publicity</b>	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The website is the main form of publicity with some use of multimedia channels and occasional flyers.

M22 Publicity is generally accurate and gives rise to realistic expectations, but photographs are uncaptioned and many of them are stock photos.

M23 The information provided is accessible in terms of language level but there are a significant number of typos indicating an absence of proof checking.

M26 There is no accurate description of the level of care and support given to any students under 18 including, for example, limits to supervision of 16-17 year-olds on adult courses.

M27 The types of accommodation offered is clear but information on cost and distance of travel time and services, including arrangements for cleaning and laundry are not described.

### 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.	Strength
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 Premises, including toilets, are very well maintained with regular and comprehensive decorating and maintenance checks.

P2 Classrooms are spacious and offer flexibility for layout as well as being well ventilated and quiet.

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 subsection are fully met.

### 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
<b>Comments</b>	
T4 The academic executive is not TEFLQ but the rationale submitted was accepted in the context of this inspection.	
<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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
All criteria in this subsection are fully met.	
<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.	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.	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.	Not met
<b>Comments</b>	
T15 Courses do not include guidance on study and learning strategies. T16 Strategies to encourage students to develop their language skills outside the classroom are not incorporated into lessons or programmes of study.	
<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.	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	3
Number of observations	6
Parts of programme(s) observed	All

### Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	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.	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 Teachers produced accurate models of spoken and written English. Explanations were generally clear and there was occasional attention to pronunciation.

T24 Lesson content was mostly relevant to students' language needs and in line with course programmes. In some segments there was little evidence that the cultural backgrounds of the students had been taken into account.

T25 Lessons were based around a clear set of activities on a topic or language point. However, lesson content was expressed as teaching aims rather than as learning outcomes.

T26 There was evidence of relevant teaching techniques including, nomination, elicitation, monitoring and prompting.

T27 Classes were mostly well managed. Instructions were clear, board work and time limits were used to good effect and resources were used efficiently.

T28 Teachers monitored students' language during activities and error correction was incorporated.

T29 Short tasks were included that enabled students to check their learning and there was a useful focus on previous learning on some occasions.

T30 Teachers engaged and motivated students and there was a positive learning atmosphere in classes. The balance of teacher talk to student language practice time was appropriate.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was satisfactory against the majority of the criteria. Lesson plans contained relevant information and were appropriate to the students' language level. There was a coherent sequence of activities around a theme or language point but on occasion the activities did not relate to learning outcomes. Students were generally engaged and received supportive feedback and correction. There was a positive learning atmosphere in the classes observed.

### 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.	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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W3 Staff are well qualified to provide a high standard of pastoral care, with a member of the team trained in providing mental first aid. The students in the focus group were very happy with the level of support they receive from all staff; which includes a welfare focus in tutorials.	
<b>Accommodation</b> (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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W11 Records of homestay inspections are in place, but a number of documents were missing from some providers' files, such as fire risk assessments and gas safety certificates.	
W12 Although students receive accommodation confirmations, these are missing much of the required information, such as the approximate time and cost of travel between the homestay and the school, and details on the services provided.	
<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
<b>Comments</b>	
All criteria in this subsection are fully met.	



<b>Accommodation: other</b>	
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.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	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

W25 The leisure programme has been greatly reduced and students in the focus group expressed that their expectations in this area had not been met. It does not match the description on the website.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Need for improvement
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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	N/a
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

LLC accepts 16 and 17 year-olds on their adult courses. Their policy is also to accept closed groups of the same age group, but none have yet been enrolled. In the last year, LLC has had two 17 year-olds enrolled on adult courses. Both students have now turned 18.

S1 A safeguarding policy is in place, but a number of the required elements are missing; such as the contact details of the DSL and DDSL, how to recognise abuse, and how the school manages delayed suitability checks.

S2 The level of safeguarding training is good. Both the DSL and DDSL are trained to specialist level, and all other staff have at least basic training.

S4 Recruitment records were incomplete. For example, one member of staff had a pending suitability check, and no risk assessment in place to manage their deployment appropriately.

S6 Although the policy states that under 18s must stay with 'a parent or guardian', recent records show that this is not consistently implemented. Following the submission of additional documentation post inspection, it is clear that going forward procedures for checking the accommodation arrangements of under 18s will be strengthened but the

effect of the action taken can only be fully assessed at the next inspection. The point is therefore deemed to be partially addressed.

S7 The school does not offer accommodation to under 18s. They are required to be living with family or a guardian.

### 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	2006
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	2005
Ownership	Name of company: Leeds Language College Ltd. Company number: 6004218
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

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students (eligible courses)</b>		
Full-time ELT (15+ hours per week) 18 years and over	30	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	N/a
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0

<b>Overall total</b> ELT/ESOL students shown above	<b>35</b>	<b>42</b>
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	16	N/a
Adult programmes: typical age range	20–30	20–30
Adult programmes: typical length of stay	24 weeks	24 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian	Kuwaiti, Saudi Arabian

<b>Staff profile</b>	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	0	
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	1
Total	2
Comments	
The college has an academic executive who is also a full-time teacher to support the Academic Manager.	

### 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	3	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	0	0
Staying in privately rented rooms/flats	27	0
Overall totals adults/under 18s	30	0
Overall total adults + under 18s		30