

Organisation name	Marcus Evans Linguarama, Cheney Court, near Bath
Inspection date	3–4 October 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M13 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Marcus Evans Linguarama, Cheney Court, near Bath in October 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers residential courses in general and professional English for adults (21+).

Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, teaching, accommodation and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	November 1991
Last full inspection	November 2013
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	Occasional foreign language courses on request.
Other related accredited schools/centres/affiliates	Marcus Evans Linguarama London
Other related non-accredited schools/centres/affiliates	Schools in France, Germany, Holland, Italy and Spain.

Private sector

Date of foundation	1971
Ownership	Linguarama Limited Company number: 846378
Other accreditation/inspection	N/a

Premises profile

Address of main site	Linguarama Cheney Court, Ditteridge, Box, Corsham, Wilts, SN13 8QF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Cheney Court is a large Jacobean country house, surrounded by gardens and grounds. It is situated in a small village about 10km from the centre of Bath. The main house contains teaching rooms, dining room, kitchen, and a few ensuite bedrooms. A large converted barn house has more teaching rooms, reception area, administrative offices, teachers' room, conference room, sauna, gym and games room. A nearby one-storey building has further classrooms. Additional residential accommodation is in two detached buildings within easy reach of the main house. Total residential capacity is thirty. In the grounds there is an outdoor swimming pool, tennis court, jogging track and pitch and putt course.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	30
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	7	30
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	21	21
Adult programmes: actual minimum age	28	28
Adult programmes: typical age range	25–55	25–55
Adult programmes: typical length of stay	1 week	1 week
Adult programmes: predominant nationalities	German, Italian	German, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	25
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 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	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1

Comments

The academic manager is TEFLQ and has been in post since 2014. She previously worked as a Director of Studies in a Marcus Evans Linguarama school overseas. At the time of the inspection she was teaching six hours a week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	7

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Intensive one-to-one, group and combination courses are offered to executives (21+) on a residential basis. Programmes are linked closely to the needs of the participants in their work place.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	7	

Introduction

The Linguarama group became a wholly owned subsidiary of the Marcus Evans group in 2005 and is now known as Marcus Evans Linguarama (MEL). The main business interests of the Marcus Evans group lie in organising business conferences, corporate training and sports hospitality.

Currently there are two MEL centres in the UK, in London and Cheney Court, both of which are accredited. London offers homestay accommodation and Cheney Court is fully residential. A number of teachers (often referred to as 'trainers' in documentation) live on site at Cheney Court with the students. There are also MEL centres in Spain, France, Germany, Italy and Holland.

MEL regularly works with a small number of companies and many others on an occasional basis. Sales and marketing are managed mainly by head office in London.

Cheney Court offers tailored professional language training and an extensive social programme. Most participants stay for a week, although some opt to stay for two weeks or more. A large percentage of students are returners. If required, the centre is operational every day of the year, including all public holidays.

Since the last inspection there has been a reduction in staffing levels, and there is no longer a general manager.

The inspection lasted for one full day and one half day. Interviews were held with the centre manager (CM), director of studies (DoS), group marketing manager, centre administrator, catering supervisor, housekeeper, and senior residential teachers responsible for welfare and the leisure programme. All teachers timetabled during the inspection were observed. Focus group meetings were held with both students and teachers, and one inspector visited the residential accommodation.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structure of the school is clear and current staffing levels are just sufficient to provide cover. The centre manager reports to the MEL group UK manager and has a wide brief, which includes liaising with MEL schools abroad and agents, and attending national and international sales and management meetings.

M4 There is a wide range of appropriately frequent meetings within the MEL group and within Cheney Court itself. Decisions and action taken are recorded on the school management system (SMS). The staff portal gives access to information at both centre and group level. Communication within the centre is very effective and was commended by staff.

M5 Human resources, including recruitment, is the responsibility of head office in London. Staff recruitment from outside the group is rare at Cheney Court; the extra teachers required for the summer period are deployed from MEL's schools in mainland Europe and are familiar with the company approach.

M7 Induction procedures are thorough, and supported by appropriate checklists. A comprehensive handbook is sent to teachers in advance and they are allocated a mentor on arrival; residential staff are given extensive written information about their duties.

M8 Staff receive an annual review, consisting of a structured dialogue about performance, development and areas of support needed. An agreed summary and action plan is logged on the SMS. The group personnel and pedagogical unit (GPP) conducts a quality review of all aspects of the centre three times a year and includes some classroom observation and follow-up tasks.

M9 At a group level a quarterly training plan is uploaded to the staff portal and regular GPP training sessions are provided and recorded on the SMS. A section of the staff portal consists of 'My development' and lists observations and training sessions attended. Internal webinars are available. Sales staff take part in regular MEL meetings to share expertise. However, teachers at Cheney Court have been at the school a number of years and continuing

professional development (CPD) opportunities linked to the wider ELT world, though encouraged in company policy, are limited in practice.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 Customer service before arrival is mostly handled by head office sales staff. Local staff arrange transfers and prepare in advance a tailor-made course for each student. Students praised the local team for their friendliness and flexibility.

M11 Students are mostly but not exclusively senior executives from companies that MEL has worked with over the years. Agents and MEL schools abroad also offer information about course choice before arrival. A pre-course needs analysis is completed by each student, an online welcome pack is sent out, and on arrival a teacher/programmer agrees and prioritises course objectives during the first lesson. The system is well established and works very well.

M13 Emergency contact details are not systematically recorded.

M15 Disciplinary issues related to abusive behaviour are referred to in each student's 'bedroom file' but there is no clearly written procedure of what actions would follow if discipline is breached.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Quality review is integral to MEL culture. The quality of the school provision is inspected once a year by the GPP and the school is required to submit quarterly updates as part of the review cycle. End-of-course feedback from students and staff informs centre planning.

M18 Student satisfaction is checked daily by school staff, as well as through an online feedback form and contact with the client's training officer. Teachers can see their student's feedback on the staff portal. However, the mid-term feedback form is not sufficiently detailed to provide clear student feedback on the different aspects of provision.

M19 Written feedback is obtained from staff at meetings and in appraisal sessions. There are also company-wide staff surveys, but it was not clear to staff in the focus group whether their voice was heard since follow up was limited. The inspectors noted that there was no evidence of organisational response to a centrally generated staff survey.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The brochure is currently the principal medium for publicity, but much greater emphasis is to be given to the website, which is being redesigned to make it more user friendly. The print material used covers both the London school and Cheney Court. The school has its own social media presence, curated by a teacher.

M21 Publicity is in clear and accurate English and the language used is accessible to non-native speakers. The brochure has versions in seven foreign languages for MEL's main markets.

M22 Overall, publicity represents the student experience accurately. However, the self-access centre referred to on the website is no longer operational.

M28 A student on the website video describes the teachers as 'highly qualified', which is not the case for all of the teachers.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is well handled and overall student administration is efficient. Quality assurance procedures are of a high standard overall and are systematically implemented, though some weaknesses were noted. Publicity sets out the work of the school clearly. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The main house, additional buildings, gardens and grounds are spacious and provide an excellent learning and working environment for students and staff.

R2 The buildings are well maintained, and in very good decorative order. A very high level of cleanliness is maintained.

R3 Classrooms are of a size suitable either for one-to-one teaching or for small group teaching. They are flexibly furnished and quiet. There are two large conference rooms available for larger presentations.

R4 Students have a wide range of options for their free time in the school. Indoor recreational areas are spacious, and attractively furnished. In the main building there is a comfortable lounge area and a bar; the quality of the meals provided in the dining room is of a very high standard. There is also a full-size snooker room and sauna. Outdoor facilities include a tennis court and swimming pool and an extensive patio with several seating areas.

R6 The teachers' workroom is very large and light with plenty of work space. The room also provides home for the school's extensive resources.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The GPP produce the group English materials (GEM), which are used in all MEL teaching centres. Linguarama Connect (LC) is a valuable online learning resource for students, and is available to students for a year after the course. The school is very well provisioned in this respect.

R8 Staff have access to both centrally and locally produced materials through the staff portal. Extensive print resources are also available locally, including a wide range of methodology books.

R10 The self-access centre, noted at the last inspection, is no longer operational as students prefer to use their own devices.

R12 GEM banks of materials are updated regularly to meet the students and to ensure that the content is topical and relevant. Student and staff feedback on learning resources is sought systematically.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning environment is extremely attractive and very well maintained. The classrooms and other areas in the school are in excellent condition. Learning resources are sufficient in range and number for both students and teachers, and support and enhance the studies of students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 One teacher does not have an ELT qualification which meets Scheme requirements.

T3 The rationale for the teacher without an ELT qualification was accepted within the context of this inspection. The teacher obtained a Linguarama certificate in ELT in 1994, has worked in MEL centres for 16 years and has received appropriate in-service training.

T4 The DoS is TEFLQ and has worked for MEL for 25 years. She has been DoS at Cheney Court since 2014.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The DoS matches teachers to students according to their experience, specific skills and interests. Each student is taught by three teachers and by a fourth teacher in a workshop context.

T10 See M9. The DoS prepares a quarterly training plan, based on staff expected in the centre, observations and

staff reviews, and this is submitted to the GPP.

T11 Company policy is for teachers to be observed once a year by the DoS. Newly appointed teachers are observed within three months. Some peer observation takes place.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Each student or group is allocated a programmer and two teachers, who all work closely together to prepare the course based on a needs analysis linked to the workplace, the placement test and available MEL resources. The study programme is adjusted when necessary. MEL's student-centred approach is clearly outlined in the new teacher information pack.

T13 Course design is continuously reviewed by teacher and student, almost on a daily basis.

T14 This criterion is met but in many of the course outlines seen too little attention is paid to intended learning outcomes.

T15 Integrating learning to learn into the programme is part of the programmer's role. Students are given guidance in how to use Linguarama Connect, which is available as a mobile version, during the course and are given access for a year after they leave, together with an action plan for continuing to learn

T16 The course is total immersion. Teachers share meals with students, are involved in the leisure activities and several of them live in the same residence. Students are required to use English in both formal and less formal contexts at all times.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Where appropriate, students have a telephone interview to establish their needs before the course and complete an online test. Assessment of their starting level before arrival is as thorough as possible bearing in mind that the students are busy executives.

T18 Clear targets are set and after each lesson the students receive a personal monitor sheet. Many teachers use a voice recorder to provide feedback on the lesson and describe corrected errors. Each student receives personal written feedback at the end of a course.

T21 Most companies have stated that reports are not necessary, so the school currently provides only a leaving certificate.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	One-to-one and group sessions. Workshops were not observed.

Comments

The DoS is included in the number of teachers observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Good knowledge of linguistic systems was demonstrated in all lesson segments observed. Some teachers used the phonemic script confidently, and models presented on the board included helpful information such as stress marking. However, too little attention was paid to other aspects of pronunciation such as intonation.

T24 Lesson plans showed a clear awareness of the individual learner's needs, and lesson topics and materials were engaging and appropriate. Great sensitivity was shown to the learners' pace of learning.

T25 Company lesson plan templates encourage focus on the teacher's lesson aims rather than the learning outcomes. However, lesson aims were relevant to the individual student's professional needs and the sequence of activities was coherent.

T26 A variety of techniques relevant to the focus of the lesson and the needs of the learners was observed. In most classes elicitation was good and understanding was checked regularly. In the better segments students were skilfully guided towards producing the target language themselves and practising it; in the weaker lessons the teachers provided more language than was necessary and the target language was not practised.

T27 Classroom furniture was arranged appropriately for a one-to-one or small group lesson. There was very good board work in all classes with good zoning of information, and in some segments good use of voice recorders to provide lesson summaries. Prompt cards were professionally presented.

T28 Although oral correction techniques were limited in range, particularly in the area of pronunciation, correction was sensitive and helpful. Lesson monitor sheets give students a record of language learnt, feedback on performance, deferred analysis of errors together and a list of areas that need further practice.

T29 Lessons were carefully staged with progress from simpler to more complex tasks so that students could see their progress.

T30 Learning activities were well managed and students were fully engaged. Language was well graded, and instructions were clear. There was a positive and purposeful atmosphere in all lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lesson segments observed being good. Knowledge of the linguistic systems of English was sound, and lesson content was relevant to the professional needs of the students. Teaching techniques were generally good, and students were fully engaged. Teachers' sensitivity to the individual learner resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and experienced to teach the school's clientele, and are given good support to ensure that their teaching meets the needs of individual students. Programmes of learning are well designed and managed. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The centre has CCTV that covers some parts of the large site. There are no night porters, but residential staff patrol the buildings and check that all doors have been secured at night. Students have keys for residential blocks and for their bedrooms. Risk assessments have been conducted.

W2 All staff provide an excellent level of pastoral care to the centre's students. Pastoral care arrangements are made very clear to students at the beginning of their stay. Special requests regarding religious observance are met when required.

W5 Students receive different telephone numbers that they can contact in an emergency, including the personal mobile phone numbers of some staff. However, there is no one generic, centre specific number that is shared with students.

W6 Transfer services arranged by Cheney Court are clearly laid out in the school's *Dates and Fees* sheet. The school offers a shuttle service from Heathrow airport on Sundays. Private taxis can be arranged from all airports. However, the school does not provide information about the alternative forms of public transport available and approximate costs in advance of students deciding whether or not to use the centre's own transfer services.

W7 Relevant advice and information is provided to students through pre-inspection information, welcome briefings, display boards in the information hub, a student information file and a bedroom file.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers single room ensuite accommodation in three residential blocks. One of the inspectors visited two rooms in each of the blocks.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All of the necessary services are provided by the centre. The rooms are all of a consistently good standard and students in the focus group were very happy with the quality of their rooms. Bedrooms are spacious and all include double beds, large desks for private study, direct line telephones and a radio and music centre. A laundry service is provided throughout the week.

W11 Rooms are re-inspected by the housekeeping supervisor every Sunday to ensure that they are ready for new students.

W14 Students are asked about their accommodation at the beginning of courses and indirectly in the mid-course questionnaire. However, the mid-course questionnaire does not refer directly to accommodation. Evidence was seen of the centre responding immediately and effectively to solve a student's accommodation problem.

W15 All meals are provided by an outside catering company, and offer a range of options and a well-balanced diet. Special dietary requirements are catered for wherever possible.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All bedrooms are cleaned thoroughly daily. Bed linen is changed weekly.

W23 There is a member of staff with first aid training on site at all times.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 Students receive excellent information about and access to social, cultural and sporting events through displays and flyers in the information hub, information in black folders in residential bedrooms and through cultural events on the social programme. In addition to the formal leisure programme, students can use a small fitness room, a pitch and putt golf course, a tennis court, a snooker table, a football pitch, jogging tracks, a sauna and an outdoor swimming pool.

W27 Activities are organised every night at the centre or off site. On Wednesday afternoons, there is half-day trip to Bath or to Bradford-on-Avon or other places for returners. Full-day excursions take place on Saturdays to local places of interest. All trips include a tour and detailed notes for students.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are met. The accommodation provided is of a very good standard and the leisure programme is comprehensive and well organised. *Accommodation* and *Leisure opportunities* are areas of strength.

