

Organisation name	Marcus Evans Linguarama, London
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.

Summary statement

The British Council inspected and accredited Marcus Evans Linguarama, London 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 courses in professional English for adults (21+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, 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	1991
Last full inspection	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	Modern languages courses
Other related accredited schools/centres/affiliates	Marcus Evans Linguarama, Cheney Court, Bath
Other related non-accredited schools/centres/affiliates	In-company teaching, and 17 centres in five European countries

Private sector

Date of foundation	1971
Ownership	Linguarama Ltd Company number: 00846378
Other accreditation/inspection	N/a

Premises profile

Address of main site	101 Finsbury Pavement, 8 th floor, London EC2A 1RS
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	The school is located in an eight-storey office block in the City, close to a range of public transport options. The school occupies a large part of the eighth floor, but shares some space with other Marcus Evans group users. There are 21 classrooms, a staffroom, kitchen, administrative offices, reception area and a large student lounge. A coffee and tea making bar is adjacent to the student lounge. There are lifts.

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	21
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	3	4
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	10	25
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	30	30
Adult programmes: typical age range	30–50	30–50
Adult programmes: typical length of stay	1 or 2 weeks	1 or 2 weeks
Adult programmes: predominant nationalities	German	Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
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	10	16
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

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

The director of studies (DoS) and assistant director of studies (ADoS) both have teaching commitments. The DoS and the ADoS taught three and seven hours respectively during the week of the inspection. The centre manager (CM) is included in the academic management team as she carries out some academic administration tasks, but she does not have any teaching commitments.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	10

Comments

Many teachers have other academic and vocational qualifications and appropriate professional experience to be able to deliver the particular language areas the students may request.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input 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

The school offers intensive individual or small group tuition courses designed to meet the needs of the student throughout the year. The daily training programme runs from 09.00 until 17.00. Students can choose any length of stay and all levels can be accommodated. Executive group training, combination courses (a combination of group and one-to-one sessions) and specialist group programmes are offered. Most of the participants work on learning programmes that are closely linked to their work places.

The school can provide in-company teaching on request. Some in-company work was being done at the time of inspection but this was not seen by the inspectors.

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	2	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
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats/hotels	8	0
Overall totals adults/under 18s	10	0
Overall total adults + under 18s	10	

Introduction

Linguarama was founded in 1971. The Linguarama group became a wholly owned subsidiary of the Marcus Evans Group in 2005 and the schools are now re-branded Marcus Evans Linguarama (MEL). The organisation's main business interests lie in organising international business conferences, corporate training and hospitality and entertainment. Marcus Evans Linguarama operates over 20 training centres in six countries as well as maintaining special project teams in other locations. There are two Marcus Evans Linguarama schools in the UK: London and Cheney Court, Bath.

The school caters in the main for the language needs of middle and upper management level company directors/employees. The school offers individual tuition or small group courses. The programmes are generally designed to link closely to each student's work place and particular language requirements. The school is able to cater for students with particular language needs in a variety of specialisms including law, finance, retail and insurance.

There have been some significant changes since the last inspection. The school has moved premises, but is still located in the City area of London. The director of studies and assistant director of studies in post at the last inspection have both left and two new members of staff have been recruited to fill their places.

The inspection took place over two days. During this time, the inspectors had meetings with the centre manager (CM), the assistant centre manager and head of foreign languages, the director of studies (DoS), the assistant director of studies (ADoS), and the centre administrator, who also has responsibility for accommodation. Meetings were held with teachers and students. All teachers timetabled during the inspection were observed. One inspector visited two homestay providers.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The CM, who is in charge of the day-to-day running of the school, has an acceptable level of autonomy to be able to respond appropriately to local circumstances. All major policy decisions and financial arrangements are decided at head office level, following consultation with senior school staff. The CM has been working for the organisation for 17 years and many other staff members have been with the school in a variety of posts and locations for many years, which is of great benefit to the school. It provides continuity and informed support for newer staff members. Cover arrangements for all staff are well established.

M3 The job specifications are concise and clear, leaving post holders in no doubt of their responsibilities in the school.

M4 Communication within the school is excellent. The CM operates an open-door policy and is in daily contact with all staff, as well as holding more formal meetings. The CM also sends newsletters when appropriate and useful to her staff to update them on activities in the school. Communication with staff at the sister school and centres in Europe is continuous, supportive and effective, ensuring an efficient information flow.

M5 Recruitment procedures are thorough. Interested applicants are notified of the range of personal information the school requires before possible interview and appointment. The CM is able to recruit her own staff, but she makes use of the organisation's HR department so that early vetting procedures are carried out before interview. The organisation's personnel manager makes frequent visits to the school to help with any employment queries that the CM or her staff may have. All employment policies are up to date.

M7 Induction procedures are thorough and well designed. Induction is spread over a period, making it easier to absorb systems and procedures. New staff are also sent the relevant handbook and sign off an induction checklist.

This is followed by a quiz to ensure that all points have been understood. It is clear that the introduction to the school is comprehensive and supportive.

M8 Teaching staff are monitored through formal observations each year. Observations are linked to the annual appraisal, which provides the base for agreed action plans. Administrative staff also have annual appraisals but are monitored more informally as they are continuously on show throughout the day. If an employee is found not to be performing to full expected potential, support and additional training, if appropriate, are provided with sensitivity and taking all circumstances into account. Evidence of this was noted during the inspection.

M9 Teachers have a regular programme of in-service development activities, and non-academic staff are offered training opportunities as changing needs in the school dictate. The organisation makes a regular and substantial commitment to providing support for all staff to upgrade their qualifications, or developing useful interests relevant to the organisation by following external courses and other training opportunities.

Student administration

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

Comments

M10 Students commented very positively about the helpfulness and friendliness of the staff. The administrative staff were very skilled in using the organisation's software. They are able to cover for each other.

M11 As each course programme is tailored to the individual or group of students' needs, the process of ascertaining the language requirements before arrival in the school is well established and functions well. It includes a telephone interview with each student leading to a detailed needs analysis. This consultation between the academic management team and the students provides the basis for the course content.

M12 Students are generally enrolled in their home countries, or through the sales office in London. Students can move easily between the two UK schools following appropriate consultation with relevant staff at the sister school. This was noted during the inspection. Many students are returners and the organisation's bespoke software programme enables staff to collate information needed on the students. This ensures that during subsequent visits there is no unnecessary duplication of work. The London sales team, based on school premises, is able to assist prospective local students.

M13 The school has procedures in place to ensure that independent student addresses are regularly updated.

M14 The policy is clear. There are rarely problems with attendance or lateness on these courses.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

M16 There were few areas of concern highlighted in the last report and apart from a small number of points in publicity which are currently being addressed, these have been effectively dealt with.

M17 The organisation as a whole continuously seeks to improve the services and facilities it offers its students. Both schools in the group are subject to regular internal audits. The CM has, together with all her staff, carried out a self-evaluation on her school.

M18 All students are interviewed in the middle of their first week and any problem highlighted would get immediate attention. Questionnaires sampled showed a high level of satisfaction. The school staff pays careful attention to all feedback and responds appropriately.

M19 Staff feedback procedures are sound. Staff can feed back to management during appraisal interviews and staff meetings and by taking advantage of the CM's open-door policy. It is clear that the staff feel listened to and that

they are valued. There is an exit questionnaire and an interview with the CM for leaving staff.

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 checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity consist of a printed brochure, a website and social media sites. A new website is under construction and is expected to be launched in January 2018. The brochure is reviewed and reprinted annually.

M21 Both paper-based and electronic information is well written, clear, and accessible to students.

M22 The current brochure still states that there are 22 training rooms with interactive whiteboards (IWB). There are only three IWBs. This has been changed in the 2018 brochure.

M23 Courses are fully and accurately described.

M26 The publicity mentions that students are offered executive homestay, but how this differs from standard accommodation is not described in any way. Not all the hosts on the register are able to provide a private bathroom facility.

Management summary

The provision meets the section standard and exceeds it in some respects. The centre manager heads a dedicated team who work well together and offer an efficient and personal service to the students. Lines of communication are clear and the open-door style of management benefits both staff and students. Student administration is efficient, friendly and supportive. It is a friendly, professional school that places great emphasis on satisfying the needs of its students. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management, Student administration and Quality assurance* are areas 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 checked="" type="checkbox"/>	<input checked="" 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 premises are spacious, comfortable and conducive to work and relaxation for both students and staff.

R2 The premises are immaculate. They are cleaned daily.

R3 Classroom sizes vary but in most cases are particularly suitable to one-to-one or very small group teaching. Some rooms could easily cope with larger numbers if required. All provide a well-designed, pleasant and flexible learning environment with appropriate furniture. Heating and air-conditioning are controlled centrally.

R4 The coffee area is in the centre of the premises and provides a comfortable relaxing and social place for the

students. There are newspapers and magazines and a large TV screen. Tea and coffee is available throughout the day. There are plenty of fast food outlets near the school. There is a pleasant roof terrace with seating on the third floor which is popular with staff and students. This is open to all users of the building.

R5 There are plenty of good quality display boards throughout the school. The boards are attractively laid out with plenty of information on places of interest as well as containing lots of photographs of students on activities. Signage is clear.

R6 Staff are very well served by a very large, well-equipped room with good work space. The staffroom also houses the well-organised teaching resources. The staffroom is shared with the foreign languages team. Staff have access to several computers and photocopiers, their own kitchen and lockers for personal possessions.

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

Comments

R7 Teachers have easy access to a good selection and quantity of up-to-date learning materials for all the course types and specialist courses offered. The resources include coursebooks, reference works and supplementary materials, including in-house materials and online resources.

R8 There is an acceptable range of methodology and specialist subject books for teachers to use. Teachers were most complimentary about the speedy response to any requests for additional books or other materials. There are eight computers in the staffroom and suitable printing and copying facilities.

R9 There are interactive whiteboards in three classrooms and computers in all. In case of any technical problems the Marcus Evans IT team, based in the building, will come to the rescue, as was noted during the inspection.

R10 Students are expected to use their allocated classroom for the independent personal self-study (IPS) sessions. Teachers are always on hand to guide students through these sessions as appropriate or needed. Many of the materials used are prepared to meet the specific needs of individual clients.

R12 The academic management team regularly review the resources and teachers' views on proposed new materials are taken into account.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and their furnishings, fittings and equipment provide a pleasant working environment, which encourages and enhances study. Appropriate resources are in good supply and used well to promote students' learning. *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 checked="" 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.

T3 A rationale for the teacher referred to in T2 was provided and accepted within the context of this inspection. He has been teaching business English to groups and individuals for 30 years with the school. He has held the posts of

ADoS and he was the school's DoS for four years. He attends and also gives presentations for the school's CPD sessions.

T4 The academic management team consists of the DoS and the ADoS. Both are suitably qualified and experienced. It also includes the CM who fulfils some academic tasks such as carrying out the midweek interviews with the students. She is also suitably qualified and experienced.

Academic management

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

Comments

T6 Deployment of teachers very much depends on the students' language needs. The teaching team has a wide range of skills and experience between them so that they can cover the specialisms required at any given time.

T7 The school prides itself on its flexibility. The timetable structure is set for the week, but within that the timetable can be tweaked to suit individual students or even groups of students.

T9 Although most students are enrolled on very short courses and the scheme of work is drawn up a week at a time, it is possible that an individual might join a small unconnected class. The teaching staff have the necessary experience to deal with such a situation.

T10 There is a good range of support strategies in the school. In-house professional development sessions take place regularly, many of which are designed and led by the teaching team as the DoS is not afraid to draw on his colleagues' expertise and skills. All staff are also encouraged to attend seminars and workshops off site. Teachers are provided with an excellent handbook. The group personnel and pedagogical unit (GPP) also provides training opportunities for the academic staff in addition to the school's own continuous professional development (CPD) sessions.

T11 Teachers can expect to be observed at least once a year by the DoS, with additional observations by the GPP team. Newly appointed teachers are observed in the first two weeks of their employment. Teachers reported that all observations were conducted sensitively and constructively.

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 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 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 two teachers who between them design the learning programme for the week based on the needs analysis. The programme is negotiated with the student.

T13 The study programmes are reviewed continuously to ensure that students are provided with the lesson focus they want and need. The CM holds interviews with all students every Wednesday to assess how they feel about their progress and to see whether their needs are being fulfilled.

T15 Learning strategies are an integral part of all the study programmes and academic study skills are the focus of many of the materials. All students have sessions of integrated personal study (IPS). Students are also introduced early on to Linguarama Connect, which is an online study facility available to students during their stay and after the end of the course.

T16 Even on what is usually a very short course, the immersion in the language both inside and outside the school benefits students. There are regular lunch dates with other students and an accompanying teacher and the rich social programme helps to broaden their knowledge of the language and the country's cultural and commercial heritage.

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 checked="" 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 Students do an online test. Further assessment of their levels is carried out during the needs analysis telephone call. Linguarama has its own level indicator. This is very similar to the Common European Framework for Languages (CEFR) but has a wider range of levels so a level assessment can be fine tuned. Each main level is divided into four, and each of these levels can be modified by a plus or a minus (e.g. 1.75+).

T18 Students get a copy of the study plan for each week of the course. On the Wednesday of each week students meet on an individual basis with the CM, who checks that the programme is still to their satisfaction and that expected progress is being achieved.

T21 Reports are written for each student by their teachers, who collaborate to ensure that the contents of the report cover the whole learning experience.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	a.m. and p.m. lessons, one-to-one lessons and a group workshop.

Comments

Some students had enrolled on group courses but due to lack of student numbers they were being taught one-to-one.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Teachers showed good awareness of language systems and modelled these well. Models were often supported by phonemic transcription and indication of syllable stress and part of speech.

T24 The detailed and relevant needs analysis provides the information teachers need to be able to design and deliver lessons entirely appropriate to the student's needs.

T25 Learning outcomes were generally made clear to the students through the weekly plans. The plans were carefully constructed and provided the input and practice and in many cases review through a careful and coherent series of activities. Lesson objectives did however on occasion express teacher aims (e.g. to....) rather than learning outcomes: what the learner will know/be able to do better by the end of the lesson.

T26 A good range of techniques was displayed, for example use of warmers to prefigure the topic of a lesson, elicitation, checking series of questions to help students articulate an answer, and good techniques for helping with aspects of pronunciation. There were examples of elicitation of students' own ideas and knowledge. In summary, the teaching techniques observed were appropriate, stimulating and effective.

T27 Appropriate, well-produced, largely in-house materials were in use, including card-based tasks. Boardwork was generally well organised, with colour used for highlighting. There was little use of the available technology to enhance, vary or stimulate learning, although in one segment the student was asked to type up and subsequently record a piece of writing.

T28 Teachers monitored the students carefully and unobtrusively, and often displayed skill and sensitivity when deciding where and how to intervene with feedback and correction. The main feedback is usually planned for the end of a lesson, when students receive written feedback on their performance during the lesson.

T29 Assessment of learning was an integral part of the lesson planning in most cases and was evident in many of the segments seen. Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace.

T30 There was a very good learning atmosphere in the classes, fostered not only by the students' own serious attitude to study but also by the supportive, professional approach of the teachers. Students were attentive, receptive and engaged, and were positive about the progress they were making. Teachers were unfailingly courteous and showed considerable sensitivity to and interest in their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to excellent in some cases. Lessons were well planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with suitable resources being used to enhance learning. Feedback was effective. Evaluation of learning took place. Rapport was excellent in all classes

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The qualifications profile is satisfactory, and teachers are given a range of opportunities for development; they are given good support to ensure that their teaching meets the needs of their students. The teaching was authoritative and stimulating, leading to effective learning. Programmes of learning are managed well by a competent academic management team. The teaching observed met the requirements of the Scheme. *Academic management, Course design and implementation, Learner management 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 checked="" 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 checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" 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 There is 24-hour security on the ground floor of the building and visitors are required to sign in. Access to the Marcus Evans Linguarama area of the eighth floor is by keycode, and there is CCTV coverage of the reception desk at the entrance to this area. A risk assessment has been carried out for the building and a report on the regular risk assessments of Linguarama premises is a standing item in the agenda of the health and safety meeting. Fire alarms are checked weekly, evacuation drills are carried out twice a year, and there are named fire marshals.

W2 Support staff are on hand throughout the day to give practical help and advice as needed, and students have opportunities for informal contact with staff during lunchtime and in the evenings. Students praised the attention to their individual needs and the easy accessibility of staff.

W4 The policy on abusive behaviour is included in the student file and stated in notices in classrooms. Although the language used would not be easily accessible to students with limited proficiency, all students are mature, professional people and interpersonal relations within the school are characterised by courtesy and respect for individual differences.

W6 Taxis are arranged on request from London airports and approximate costs are shown. Pre-arrival information includes a link to the Transport for London website. Very full information is provided on travel within London.

W7 All relevant aspects of this criterion are clearly covered in online information available to students in advance and in the student file, with some information repeated or amplified during the weekly welcome talk and in notices and wall displays.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation on a half-board basis (with full board at week-ends), and recommends a number of hotels with which it has negotiated a corporate rate. However, many students stay in hotels arranged by their own companies. At the time of the inspection, two students were staying in homestays within an hour's distance of the school and the other students were in hotel accommodation. Two homestays were visited, one of these being a home where a student currently studying at the school was staying.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The two homestays visited comfortably met Scheme requirements. Both were clean and comfortable with spacious bedrooms and access to a private bathroom.

W11 Accommodation is re-inspected at least every two years, with the information recorded on a checklist. Evidence was seen of annual checks on Gas Safe certificates and fire risk assessments, which are kept on file.

W13 Students who have booked homestay accommodation are sent brief details of the host; photographs of the home; maps showing the location of the homestay, with walking directions from the nearest underground station; and information on how to get from the homestay to the school. They are recommended to buy an Oyster card and the cost of this for one week is given.

W14 Informal checks on students' satisfaction with their accommodation are carried out on their first day and in greater depth on their satisfaction more generally on their third day. Students are also asked to complete a questionnaire at the end of their course. Evidence was seen that any issues are dealt with promptly and followed up with homestay hosts when appropriate. Hosts are sent a scanned copy of each student's written feedback.

W15 Written feedback on the meals provided in homestays and that from students in homestays at the time of the inspection was very positive.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W24 Accommodation options are discussed with sales personnel during the booking process. Help and advice are available for students wishing to move from homestay to other accommodation. During the inspection one student in this position was accompanied on a house-viewing by one of his teachers and a member of his homestay family. W25 The school recommends a number of hotels with which it has negotiated a corporate discount. The accommodation officer has an annual meeting at each of these hotels when she inspects rooms and restaurant facilities.					

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Information on places of interest and current events is made available in advance and during the welcome meeting, and maps and leaflets form part of attractive wall displays. Reception staff are available throughout the day to give additional information or help with bookings. W27 The varied and intensive leisure programme, which is carefully designed to suit the interests of adult professionals, includes both a daily evening activity and a lunchtime activity. Some course types also include working lunches with a teacher. Students are encouraged to make suggestions for activities and an effort is made not to repeat activities which returning students have previously experienced. Students were very positive about this component of the programme. W28 Detailed risk assessments are in place covering all types of activity, as well as more general risks. These are reviewed annually.					

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, information and leisure opportunities are very well met. Accommodation is of a high standard and good systems are in place for the management of accommodation systems. *Care of students, Accommodation and Leisure opportunities* are areas of strength.