

Organisation name	London Language Centre, Institute of International Education in London (IIEL)
Inspection date	4–5 and 12 February 2020

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W2 and W11 and strategic and quality management have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited London Language Centre in February 2020. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This small private language school offers courses in general and professional English for adults (18+).</p> <p>Strengths were noted in the areas of student administration and academic staff profile.</p> <p>The inspection report noted a need for improvement in the area of strategic and quality management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The London Language Centre (LLC) forms part of the Institute of International Education in London (IIEL), which has its offices in Charlton House, Charlton, in the Royal Borough of Greenwich. The institute specialises in providing English language teaching that caters to the needs of Japanese nationals, many of whom are taking teacher training courses. LLC offers English courses in Charlton House and in the Nippon Club in Southwark, London, mainly to students studying on Teaching English to Young Learners (TEYL) and English for Japanese Language Teaching (EJLT) programmes. It also offers Japanese language courses.

Most of the school's current students already live in the UK, but homestay accommodation and a leisure programme are provided when requested.

The principal and the administrative co-ordinator have worked for the institute for some considerable time. The director of studies (DoS) was appointed in 2015.

The two inspectors visited the Charlton House premises for one and a half days. During this visit, they held meetings with the principal, the DoS and the co-ordinator. Both inspectors observed the lesson being taught by the DoS to the one student having English lessons during the days of the site visit. The inspectors spoke with the student and one of them visited a homestay used by the centre. In the following week, one of the inspectors spent half a day at the Nippon Club premises, where seven students were making presentations in English as part of a TEYL programme. The inspector viewed the premises, spoke with a Nippon Club office manager and held a focus group meeting with the students.

## Address of main site/head office

Charlton House, Charlton Road, Charlton, London SE7 8RE

## Description of sites visited

The IIEL offices are at Charlton House, Charlton, a Jacobean Grade 1 listed building owned by a charitable trust and set in a public park in Charlton village, about 15 minutes' walk from Charlton station. Year round the school occupies rooms on the first floor, comprising the principal's office, two classrooms, a small staff kitchen and an office for the administrative and teaching staff with a small library. Additional rooms are available from the trust when required. On the ground floor of the building, there is a public library, a café, and toilets, all of which can be used by the institute's staff and students.

The Nippon Club occupies office space on the ground floor of a large six-floor office block (Lavington Street, London SE1 0NZ). The building has a large communal entrance hall with reception desk. The Nippon Club has a small reception area and three classrooms. IIEL currently uses one of these rooms once a week to deliver a TEYL course. Students can use a kitchen and toilets shared by other offices on the ground floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Year round, the school teaches English to Japanese students planning to become teachers of English to young learners in primary schools in Japan (TEYL). In the summer, an intensive version of this course is offered. TEYL courses integrate English language development with the theory and practice of teaching young learners. Courses are offered in English for Japanese language teaching (EJLT); this course has a separate component on English language development. Some classes are delivered as one-to-one lessons. Examination preparation

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courses are also offered, although these have not run for some time.

### Management profile

The principal is assisted by the DoS, the co-ordinator, who has administrative, accommodation and welfare duties, and a teacher with responsibilities for Japanese language programmes.

### Accommodation profile

Homestay accommodation is offered, but very few students on eligible provision take up this option. No students were staying in homestay accommodation during the inspection. Two homestays had been used within the last 12 months.

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management of the organisation operates to the benefit of its students and staff and largely in accordance with its goals and publicity. There are weaknesses in strategic and quality management, staff management and publicity. There is a need for improvement in *Strategic and quality management*. *Student administration* is an area of strength.

#### Premises and resources

The provision meets the section standard. The premises generally provide students and staff with a comfortable and professional environment for work and relaxation. The learning resources available are appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic manager has a very good professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive guidance to ensure that they support students effectively in their learning. Courses are structured and managed appropriately to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

#### Welfare and student services

The provision meets the section standard. The provision meets the needs of students for pastoral care, information and leisure activities. However, there are weaknesses in some aspects of security. Students benefit from well-managed student services, including suitable accommodation.

#### Safeguarding under 18s

No students under the age of 18 are accepted.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met
<b>Comments</b>	
M1 Although there is a statement of the general aims of the organisation, the values of the organisation are not clearly expressed in the English version.	
M2 The organisation plan does not include action steps or evidence of work being carried out towards achieving the stated objectives.	
M7 The small number of action points from the last inspection have been addressed and a self-evaluation form had been submitted before this inspection. However, there are no formalised processes for systematically reviewing policies and processes.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Not met
<b>Comments</b>	
M12 Not all managers and administrators receive appraisals.	
M13 Weekly academic tips are circulated to staff by the DoS. However, insufficient attention is paid to ensuring the continuing professional development of all staff, including managers and administrators.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
M14 Academic and administrative staff are very helpful and courteous to students, who praised the high level of service they receive.	
M15 Comprehensive pre-course information is provided to students in Japanese and in English. Ongoing advice is also available to Japanese students in their first language and in English.	
M19 Students receive very clear guidance about attendance and punctuality through different channels and any absences are followed up quickly and effectively.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

Most publicity is written in both Japanese and English and consists of a website, a prospectus and a downloadable English course brochure.

M22 The LLC brochure states that the courses are held in Greenwich, when they are based in Charlton, in the royal borough of Greenwich, and in Southwark. Course handbooks refer to a 'Graduate School' when courses are open to non-graduates.

M25 There is no mention in publicity of the costs of the multiple books that students need to buy to study on some courses.

M29 The website and the English course brochure claim that IIEL's London Language Centre is accredited by the British Council is inaccurate, as the Scheme does not accredit the Japanese language courses. The publicity was amended shortly after the inspection, and this is no longer a point to be addressed.

#### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Not met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P1 The Charlton House building is set in attractive grounds; however, not all of the rooms are in a good state of repair and some are in need of redecoration. The Nippon club premises are well maintained.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P8 There is a wide range of supplementary materials for the use of trainees and teachers in LLC's library in Charlton House. Online resources and laptops are available for staff use.

## Teaching and learning

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
T2 The sole English teacher (the DoS) is TEFLQ. T4 The DoS has academic management experience in relevant contexts and, in addition to a diploma-level TESOL qualification, has a diploma in English language teaching management and an MA in education.	
<b>Academic management</b>	<b>Met</b>
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
<b>Comments</b>	
T10 Although the DoS has observed one of the other teachers on the TEYL course, who teaches in Japanese, he has not been formally observed himself for some considerable time.	
<b>Course design and implementation</b>	<b>Met</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
<b>Comments</b>	
T16 Courses integrate strategies for students to develop their language skills outside the classroom, such as interviewing English speakers in the street and visiting primary schools and making presentations to children about aspects of Japanese culture. Students are also strongly encouraged to participate in cultural events organised for the public at Charlton House.	
<b>Learner management</b>	<b>Met</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	One-to-one lesson about learning the phonemic script on a TEYL course.

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 The teacher demonstrated a thorough knowledge of the linguistic systems of English and provided accurate and appropriate modelling linked to the use of the phonemic chart.  
T24 The content of the lesson was in line with the course objectives and the typical pronunciation difficulties of Japanese learners.  
T25 General learning outcomes were shared with the learner and lesson activities were generally suitably staged.  
T26 Teaching techniques were appropriate for a one-to-one lesson, although the student spent most of the segments observed identifying and repeating individual sounds and single words rather than speaking longer utterances.  
T27 Appropriate use was made of a projector, a flipchart and the phonemic chart.  
T28 Feedback was provided in a sensitive manner throughout the lesson, with the student given opportunities for self-correction.  
T29 Learning was checked through short assessment activities.  
T30 The teacher gave very clear instructions and the student was fully engaged throughout the lesson.

#### Classroom observation summary

The teaching ranged from good or better to satisfactory against the criteria with most of it being satisfactory. The teacher showed a very good knowledge of the sound system of English and lesson objectives were in line with course aims. Very good feedback techniques were used and there was a positive learning atmosphere in the lesson. In the lesson segments observed, student utterances were largely limited to identifying and repeating sounds and single words. The teaching observed met the requirements of the Scheme.

## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W1 Although Charlton House, which is open to the public at all times, and the Nippon Club have their own risk assessments and procedures in place, the school has not carried out its own assessments with regard to the safety and security of their students at either location.</p> <p>W2 The school is not made aware of the site emergency plans in place at either location. They do not have their own plans in place.</p> <p>W6 Very clear, detailed and personalised information is sent to students before arrival.</p> <p>W7 The student handbook, which is available online in both English and Japanese before arrival, contains very full information on a range of relevant topics. Students also receive further information and handbooks during their inductions at the beginning of their courses.</p>	
<b>Accommodation (W9–W22 as applicable)</b>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
<p>W11 Although homestays have been required to have a Gas Safe certificate before they can be accepted for hosting, they have not been required to renew this annually.</p> <p>W12 Students are sent very full and informative profiles of their homestay host and household, with photographs of the house, and clear information on travel from the student's point of arrival to the homestay and from the homestay to the school.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met



W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

The applicable criterion in this area is fully met.

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

#### Comments

The applicable criterion in this area is fully met. There is no organised leisure programme.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	October 1996
Last full inspection	June 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	August 2016
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	Japanese teacher training certificate/diploma courses Japanese as a foreign language course Japanese as a mother tongue course National Examination Centre (GCSE/GCE Japanese) Organising the Council of Japanese Language Learning and the Council of Anglo-Japanese Education and Culture.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	April 1989
Ownership	Name of company: Humanet International Limited Company number: 2519686
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

	At inspection	In peak week: February (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
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	11	11
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>11</b>	<b>11</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–60	20–60
Adult programmes: typical length of stay	3 weeks to 9 months	3 weeks to 9 months
Adult programmes: predominant nationalities	Japanese	Japanese

### Staff profile

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

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1

Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The DoS was teaching 11 hours in the week of the inspection.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	0
Comments	
The only person teaching on English language courses was the DoS.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	11	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	11	0
Overall total adults + under 18s	11	