

Organisation name	LSI / IH Portsmouth
Inspection date	27–29 May 2026

Section standards	
Management 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
Premises and resources The premises provide students and staff with a safe, 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited LSI/IH Portsmouth in May 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general, academic and professional English to adults (18+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, learning resources, academic staff profile, 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.

Introduction
LSI/IH Portsmouth was founded in 1985 and first accredited in 1988. The last full inspection took place in 2018, and this was followed by a compliance-only inspection in 2023. In the last year a new principal has been appointed; the management of the school has been re-structured with the number of directors of studies reduced from three to one. LSI/IHP moved into new premises in September 2025. LSI/IHP course provision remains substantially the same as at the time of the last inspection in 2023.

The inspection took place over two days. In that time, the two inspectors held meetings with the principal, the director of academic and quality (DAQ), the director of operations, the marketing and business development manager, the accommodation manager, the student services manager, the assistant director of studies (ADoS), welfare and student services officers, the study centre supervisor, the academic support tutor, and the marketing

officer. Focus group meetings were held with two sets of teachers and students. One of the inspectors visited in person a residence used by the school and inspected remotely two homestay hosts. The inspectors observed all of the teachers working in the week of the inspection.

Address of main site

2-2a Isambard Brunel Road, Portsmouth PO1 2DU

Description of sites visited/observed

The main school building is in the city centre next to the Portsmouth and Southsea railway station. It occupies two floors in a commercial building in the city centre and includes ten classrooms, a reception area, a welfare office, a staffroom, a staff kitchen, a student lounge, and an alcove office for the DAQ. There are toilets on both floors.

(Portsmouth Guildhall, Guildhall Square Portsmouth PO1 2AB)

The school also uses two large offices in the nearby guildhall occupied by members of the senior leadership team, marketing and finance, welfare, and accommodation staff.

(University of Portsmouth, Halpern House, 1 Hampshire Terrace, Portsmouth PO1 2QF)

Some classes take place in a University of Portsmouth building about an eight-minute walk from the main building. The school uses up to three classrooms and students have access to an on-site lounge.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The school continues to offer a wide range of courses that includes: general English, exam preparation, pre-session English, executive English, military English and 30 plus classes, with some students taking one-to-one classes. LSI/IHP also offers teacher development programmes including CLIL.

Management profile

The principal is assisted by a number of managers that include the director of operations, the DAQ, the marketing and business development manager, the accommodation manager, and the student services manager.

Accommodation profile

Accommodation is offered in standard and executive homestays and in a privately owned self-catering residence which is a few minutes' walk from the school. Homestay accommodation is in single rooms, a number with an ensuite or private bathroom. In the residence, all rooms are ensuite with an equipped kitchenette, and students have access to a range of facilities which include a laundry, a cinema room, a gym, and social and study spaces.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision clearly operates to the benefit of the students and in accordance with the provider's stated goals and values. The structure of the organisation is very effective. Feedback from students and staff is managed appropriately. Student

administration is carried out very well. *Strategic and quality management, Staff management, Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an adequate and professional environment for work and relaxation. Not all classrooms are satisfactorily ventilated or free from extraneous noise. A very good range of learning resources is available, appropriate to the age and needs of the students and teachers. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile that is very appropriate to the context. Teachers receive very good support. The courses are managed very effectively to provide maximum benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. Students benefit from well-managed student services, including an excellent range of out-of-class activities and suitable accommodation. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

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	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

M1 LSI/IHP has a clear mission statement that is made known to all staff through a variety of channels starting at the time of recruitment and induction. The mission and values are integral to the plans and activities of LSI/IHP and its staff.

M2 The school has detailed strategic and operational plans with different time frames. These plans are shared with staff and regularly acted upon and reviewed during relevant team meetings.

M3 Although the school has been re-structured, there are clearly sufficient staff for the current size of the operation. The organisational structure is clear and is further clarified by photographs of staff. Job shadowing is offered formally, and staff absences are well covered by others who have experience and familiarity with their colleagues' roles.

M4 Communication works very well both informally and formally with good use being made of a range of channels. Relevant staff use social media app groups, as well as holding frequent formal meetings, which are all minuted and

available on the company intranet and collaboration space.

M7 The organisation's detailed quality and development plan identifies areas for improvement and steps to be taken. Feedback is sought regularly and systematically from staff, students and agents. Reviews are linked to inspection reports.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M8 The school has a comprehensive set of HR policies made known to staff. A principled AI policy is available for all staff.

M11 Inductions are comprehensive and ongoing for all staff. Generic and job-specific checklists ensure that inductions are detailed. Wherever possible, staff are given mentors, paid induction time and opportunities for observing and shadowing colleagues.

M13 There are comprehensive measures in place to ensure effective CPD for all staff. Some of these opportunities come from the school's affiliation with the wider IH group. Appraisals effectively identify development needs and opportunities. Financial support is available to upgrade qualifications, for example, managers have been financially supported to take sector-specific management courses.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	

M14 All staff are very helpful and courteous to students and their representatives. Student written feedback and focus group comments were very complimentary about the level of service provided by staff.

M15 Students and educational agents receive detailed information and advice about courses both before and during their stay at the school. Good advice is provided for students during their course through tutorials and designated advisers.

M18 Attendance policies are clearly known to staff and students. These are referred to in welcome talks and relevant handbooks. Attendance records are updated immediately through entries in the database and include running totals of students' percentage attendance. Absences are followed up promptly and warnings are given courteously and firmly.

Publicity	Area of strength
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

Publicity consists of a website, social media sites and course-specific downloadable brochures.
M21 Publicity is accurate and up to date. It contains very clear descriptions and pictures of the main features of provision, which are fully representative of the student experience.
M22 All information is well written in accessible and in plain English.
M23 All required information provided is accurate and easy to find through key facts columns in publicity. Information on course content is clear, detailed and consistently presented across courses for comparison.
M26 All types of accommodation offered are clearly outlined and services are described in detail. The information includes photos of different types of accommodation offered.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Not met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	

P3 Although classrooms are suitably equipped with interactive whiteboards and whiteboards, and most have natural light, not all classrooms are adequately ventilated. Neither are many of them free from extraneous noise. Not all of the classrooms are furnished to allow easy movement of teacher and students for monitoring and conducting certain types of learning activity.
P5 Signage is simple and very effective. Well-organised and up-to-date notice boards are used to provide general information in corridors and classrooms, and there is a suitably located photo gallery of all staff.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 A wide range of learning and teaching resources is available to teachers. Teachers can draw upon a large number of resources to support coursebooks, to further their professional development and to enhance their teaching. These resources are well organised and easily accessible in the main building and online.

P9 The educational technology is very well supported both within the school and through an external agency. Teachers receive comprehensive initial IT training and additional one-to-one support if requested.

P10 Students have access to a large number of general and course-specific resources in the study centre and online. Pre-sessional course students are helped to use the city and the university of Portsmouth libraries. Students can sign up for one-to-one support sessions with study centre staff. All students are provided with a 12-month subscription to an English learning app and website.

Teaching and learning

Academic staff profile

Area of strength

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. The academic managers and most of the teachers are TEFLQ. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management

Area of strength

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Met

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Strength

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Strength

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

Strength

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

Strength

Comments

T5 Cover arrangements are clear and made known to all staff. There is scheduled cover on Monday mornings and the school can draw on a large bank of available teachers, including those not normally teaching in the afternoon. A number of academic and non-academic managers can cover in emergency.

T7 Teacher inductions work very well. Academic staff are assigned a buddy, can observe other teachers, and share a class with more experienced colleagues. Additional inductions are conducted when teachers teach on a different type of course for the first time.

T8 Teachers receive excellent day-to-day support from the DAQ and the ADoS, who go beyond having an open-door policy, as neither of them has a door or wall that separates them from other academic staff. Teachers were very complimentary about the academic support they received.

T9 All teachers had received formal observations with detailed and constructive feedback. Observation reports form part of teacher appraisals. Teachers reported their appreciation of the observation process and the feedback they received.

T10 A very good range of CPD opportunities is made available to teachers. This includes twice monthly internal professional development sessions, often led by teachers, and frequent attendance at external events and conferences.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 There is a clear course structure in place for all programmes. Excellent written guidance is available to teachers through teachers' information packs and handbooks.

T12 There is systematic integration of course content with the local environment through work in class, out-of-class group activities, homework, and the social programme.

T13 All courses are reviewed annually, and often more frequently, based on formal management, teacher and student feedback. There is clear evidence of course design negotiation with students on most courses.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T15 Placement procedures are thorough. Written placement and assessment procedures are clear and followed consistently across different course types. A needs analysis is conducted for all students at the start of their course to identify learning aims, professional or academic objectives, preferred areas of study and individual learner needs.

T17 Tutorials and individual learning plans are in use for all students. Detailed needs analysis and objective setting are used on courses.

T18 Excellent advice about exams is provided by experienced managers and supported by staff in the study centre.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	All course types were observed including general English, executive, 30 plus, pre-sessional, exam and a one-to-one lesson.

Comments

None.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength

T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 Examples and explanations of grammar and lexis were almost always relevant, concise and memorable. Many teachers helped develop emergent language effectively. T20 Class profiles in almost all cases indicated a clear awareness of individuals' strengths and needs. In all course types, lessons were clearly based on student needs analyses and examination requirements. T21 There was generally sensitivity to the learners' pace of learning, for example, an awareness of when further practice may be needed. In most classes, reference was made to learning outcomes, and these were sometimes made visible on whiteboards throughout the lesson. T22 Most teachers made confident use of techniques to present and practise language in an engaging way. Effective elicitation, prompting, and nomination were observed in most but not all lessons. T23 Good or adequate use was made of technology including IWBs. Most materials used were engaging, free from errors and professionally presented. Effective movement about the classroom was not possible in some classes. T24 The vast majority of teachers demonstrated principled and consistent error correction techniques, including the provision of positive feedback. Feedback and error correction led to language extension, for example, follow-up, controlled practice of the corrected language, and opportunities to redraft written work. Students were actively encouraged to self and peer correct. T25 Lessons generally included reflection activities often linked to previous learning, for example, to previous lessons, and work completed independently. IELTS students were made aware of how their learning would be assessed. T26 Almost all teachers demonstrated good voice projection. Teachers used students' names and clearly demonstrated their awareness of their specific needs and interests. Students were encouraged to listen to each other and respond to others' contributions. All learners remained actively engaged throughout lessons.	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 There is a comprehensive emergency plan, the practical implications of which are included in risk assessments and staff guides and made known to students in an appropriate manner. W2 The members of the welfare team provide a very high standard of care. Two members of staff have qualifications in counselling. W3 Policies and procedures for promoting tolerance and respect and dealing with abusive behaviour are well established; information is made available in a way which is appropriate for the context and age profile of the students. W6 There is very good provision of staff trained in first aid and there is a local walk-in centre. Information about local medical and dental services is available on the student emergency cards and assistance is given in booking appointments.	
Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met

W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The homestays sampled offer a very comfortable living environment. The rooms in the residence are well equipped, and students can make use of a good range of facilities. Student feedback indicates a high level of satisfaction with both types of accommodation.

W9 Inspection processes are regular and rigorous. The person carrying out the homestay visits is herself a host. Rooms at the residence are checked before each new occupant.

W10 Information is personalised with a detailed host profile provided. Students and hosts communicate before arrival. Hosts accompany students to the school on their first day and help them with local travel arrangements.

W11 The accommodation manager checks that students are happy with their accommodation on their first day at the school, and in the Friday tutorials teachers ask about welfare and accommodation. Information from the end-of-course questionnaires is collated and also added to each host file.

W12 Rules and terms and conditions are comprehensive and clear. Hosts must sign to confirm they have read and understood the conditions every year.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 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>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 Information and suggestions about local venues and topical events are displayed on notice boards. There is an arrangement with Portsmouth University for students to access their leisure facilities and clubs. Staff help with making independent travel arrangements.

W20 The school's own programme of leisure activities, which includes both free and paid events, is well suited to the students and their interests and is sufficiently varied to ensure students on longer courses do not repeat activities. A supplementary programme is offered for executive students and students on the 30 plus courses.

W21 The leisure programmes are very well resourced. Teachers lead the activities; for off-site activities they are well briefed.

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	1988
Last full inspection	2018
Subsequent checks/visits (if applicable)	Compliance inspection in 2023
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1985
Ownership	Name of company: Language Specialists (International) Limited, company number 01874846, owned by NPTC Group of Colleges (Neath Port Talbot College).
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	35	45
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	7	10

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	42	55
Adult programmes: advertised minimum age	18+ 25+ for exec courses	18+ 25+ for exec courses
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	6–8 weeks	6–8 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss, Ukrainian, Omani, Japanese	Saudi Arabian, Swiss, French, Ukrainian, Libyan, Omani, Japanese
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	17	20
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	14	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	
The academic managers were not teaching at the time of the inspection. The ADoS normally teaches 12.5 to 22.5 hours per week. The DAQ does not normally teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	11
TEFLI qualification	6
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	17
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		

Homestay	18	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	3	N/a
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	21	N/a
Overall totals adults/under 18s	42	N/a
Overall total adults + under 18s	42	

Items requiring early action

None.