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| Organisation name | MDA College, Leeds |
| Inspection date | 30–31 May and 2 October 2023 |

| Section standards | |
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| 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 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 |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and W26 have been addressed. The required evidence was subsequently submitted. |

| Summary statement |
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| <p>The British Council inspected and accredited MDA College in May and October 2023. 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).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.</p> |

Introduction

The current owner and chief executive officer (CEO) purchased the business in 2016. In February 2019, the school changed its name from Leeds Language Academy to MDA College, and it moved to new purpose-built premises in May 2019. The ownership and management structure has not changed significantly with a leadership team comprising the CEO, an academic director and a business development manager. The main focus of the college is to provide Foundation courses for pre-university students.

This compliance-only inspection took place in two parts. The initial inspection, part of which was conducted remotely, took a day and a half. A number of criteria or areas could not be fully evaluated due to circumstances at that time; all unassessed aspects of the operation were subject to further evaluation at a supplementary inspection. The supplementary inspection was carried out in October 2023, focusing on teaching and accommodation. The only significant change in the organisation between the two inspections was the appointment of a new academic director in July 2023.

Initially, meetings were held with the CEO, the academic director, the admissions administrator and the welfare and student services manager. Focus groups were held with staff and students. No homestay hosts were available to visit.

During the supplementary inspection meetings were held with the CEO and the academic director and the student services manager. Separate focus group meetings were held with teachers and students. All teachers working during the week of the inspection were observed by each inspector. One inspector had a meeting with the accommodation agency manager and had video calls with two homestay hosts.

Address of main site/head office

York House, St Andrew's Court, Leeds LS3 1JY

Description of sites visited/observed

The college is located close to the centre of Leeds in a modern building within a courtyard off a main road. The building was purpose built to meet the requirements of the business. There are three storeys. Access to the building is by pin code. Although there is no lift, students with mobility difficulties can be catered for on the ground floor. There are six parking spaces, some available for students. The premises are close to public transport links and retail outlets.

On the ground floor: a reception and student relaxation area with tables and chairs and drinks machine; a small kitchen for staff use; the management office; a quiet study room with a small library of books, and computers for student use; a classroom; a large/disabled toilet. On the first floor: three classrooms; a meeting or one-to-one room; a toilet. On the second floor: two classrooms and a social room for students with comfortable seating, a TV and a small kitchen area.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults (18+) | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The college offers general English courses for adults and a level three International Foundation Diploma that includes an English for academic purposes component. This is a one-year pre-university qualification and is accredited by NCC Education which is a private provider and awarding body of English education. There are pathways in business, computer science, engineering, sciences and related subjects.

Management profile

The CEO, who is also the college owner, is part of the senior leadership team that includes the academic director and the business development manager who report to the CEO. There is also a welfare and accommodation manager and an administrator who also report to the CEO. Teachers report to the academic director.

Accommodation profile

Only homestay accommodation is offered. During the supplementary inspection, it was established that the college works with an agency to provide homestay accommodation. Students are directed to other types of accommodation provider, such as residences and apartments, but specific recommendations are not made.

Summary of inspection findings

Management

Overall, the provision meets the section standard. In general, the management of the provision operates to the benefit of students, but not in accordance with publicity. There are weaknesses in some areas of student administration, in particular, around student attendance. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. An appropriate range of teaching and learning resources is available for staff and students.

Teaching and learning

The provision meets the section standard. Academic managers and teachers are appropriately qualified and experienced. Support for teachers is provided. Coursebooks form the basis of course design although the specific needs of students are not always addressed. Student placement and student progress are well managed. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, and information are met. Students are made aware of local social and cultural events and a suitable range of leisure activities is offered. Suitable accommodation is provided by an agency and monitored by the college.

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

| Comments | |
|---|----------------------|
| There is a clear statement describing the goals of the organisation and this is shared with staff. The organisation has stated objectives to diversify the course offer in the future. There is a clear management structure and staff reported that communication was good. Feedback is obtained from staff and students and evidence was seen of actions being followed up and fed into review processes. | |
| Staff management and development | Met |
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |
| M11 There are effective induction procedures for all staff. | Met |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students, and the organisation. | Met |
| Comments | |
| The college uses an external provider to advise on human resources policies and procedures including the recruitment, selection and performance management of staff. However, some staff qualifications on file have not been signed and dated. There are effective induction procedures and checklists for staff and appraisals take place annually. The academic director provides a programme of continuing professional development and this was well received by teaching staff. | |
| Student administration | Met |
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Not met |
| 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. | Not met |
| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Met |
| Comments | |
| Student administration is handled efficiently and records were up to date, appropriate and accessible. Pre-arrival information about guaranteed offers onto university courses was found to be misleading for students. Information on the website was changed during the inspection but brochures will need to be revised and agents will need to be briefed more carefully. Whilst there is a clear attendance policy it is not wholly effective and there was evidence of consistently poor attendance by some students. | |
| Publicity | Need for improvement |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Not met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | 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 |

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| M27 Publicity gives an accurate description of any accommodation offered. | Not met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Met |

Comments

Publicity is provided through the website, a brochure and leaflets. Both the brochure and the website provided misleading information about the status of the Foundation Diploma implying that students had guaranteed entry onto courses at particular universities which was not the case. This was rectified on the website during the inspection and is no longer a point to be addressed but brochures will need to be amended. There were inconsistencies in the advertised costs of the Foundation Diploma on the website and no information about whether the leisure programmes were included in the cost of the course. Both of these issues were rectified during the inspection on the website but not yet in brochures. Information about the college's own homestay offer was confusing and did not provide information about the distance of the homestay from the college. During the inspection, the college decided to remove their own homestay offer and only offer homestay through a registered agency.

Premises and resources

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| Premises and facilities | Met |
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | 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

The premises provide a professional learning environment for students as well as comfortable spaces for relaxation and the consumption of food. There are also shops and cafes nearby that offer affordable food and drinks. Signage and display boards are well designed and, at stated peak numbers, teachers have sufficient space for meetings, relaxation, preparation and marking.

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| Learning resources | Met |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | 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

All criteria in this area are fully met. Teaching and learning resources are appropriate for the peak number of staff and students. All classrooms have a smartboard and are well equipped. Hard copy coursebooks are accompanied and supplemented by published online materials.

Teaching and learning

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| Academic staff profile | Met |
| T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications. | Met |

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| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching. | Met |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Met |
| Comments | |
| The academic staff profile is appropriate, and the academic director is TEFLQ with relevant experience. | |
| Academic management | |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |
| Comments | |
| Timetabling procedures are effective, as are cover arrangements. Teachers generally receive appropriate day-to-day support from the academic manager and colleagues and there is guidance for dealing with continuous enrolment. Formal observations are conducted, which are followed by helpful, constructive feedback, given when appropriate. | |
| Course design and implementation | |
| 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. | Not 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. | Met |
| Comments | |
| Coursebooks form the basis of course design and those used provide supplementary online materials for teachers and students. No evidence was seen of the review or adaptation of materials to meet the specific needs of the students. Course outlines were those from the coursebook. All programmes include a focus on study skills, in particular the Foundation Diploma, which has specific study skills modules. | |
| Learner management | |
| 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 |

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| 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 students complete a placement test as part of the enrolment and induction process. Progress is monitored by weekly quizzes and end-of-unit assessments, and the results are systematically tracked. Evidence was seen of regular academic tutorials for each student and students are able to move levels where appropriate. Many students are sponsored and regular reports are made available to their sponsors. The college can provide support for students wishing to take IELTS and other external tests. As a UCAS centre, the college provides thorough support for students wishing to apply to mainstream UK education.

Classroom observation record

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|--------------------------------|--------------------|
| Number of teachers seen | May: 2; October: 3 |
| Number of observations | May: 2; October: 6 |
| Parts of programme(s) observed | General English |

Comments

At the time of initial inspection, no formal teaching was taking place in the Foundation classes as students were in the process of submitting assessments. Inspectors were therefore unable to observe any formal teaching of this course. Of the four general English classes that were scheduled to observe, only two classes had students in attendance and of those, only two students were present in each class from a cohort of 44. Given this situation, it was not possible to assess the teaching fully at the initial inspection.

During the supplementary inspection, all teachers were observed twice.

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

Comments

T23 Teachers gave very clear models of both oral and written language. Explanations of grammar and lexis were consistently relevant and pitched appropriately for students.

T24 While discrete class profiles were not seen, it was evident that plans and the activities observed took into account learners' needs and accommodated them.

T25 Learning outcomes were clearly stated in plans. In all segments observed, there was a clear link between activities and the outcomes.

T26 A range of appropriate techniques was employed with confidence. There were very good examples of questioning, prompting and elicitation, and overall, concept checking questions were used to good effect.

T27 Resources were managed very well. Classroom set ups were appropriate and varied by teachers when appropriate. The use of audio-visual equipment was creative and acted as a tool to motivate and interest students.

T28 Teachers used praise and correction very well, and also monitored students in a supportive manner. While correction was appropriate, there were some missed examples for self and peer correction.

T29 Short tasks allowed students to evaluate their own progress, and teachers ensured that there was time for appropriate reflection and evaluation. There were relevant references to prior learning.

T30 Classrooms were characterised by personalised learning activities, very good levels of rapport, clear

instructions and a very positive learning environment.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to good against the criteria, with the majority being good. Teachers demonstrated sound grammatical awareness and provided clear, concise, appropriate models. Lessons were well planned with learners' needs in mind. A range of techniques was used confidently, and classroom resources were very well managed. Lessons included effective feedback for students and some very good opportunities to evaluate the learning that was taking place. There was a very positive personalised learning atmosphere in all the classes observed.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | 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. | Met |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | Met |

Comments

Appropriate risk assessments are in place to ensure the safety of students on the premises and a plan to deal with potential emergencies was made available during the inspection. Students know who to approach if they have a problem and this information is reinforced at induction and in student handbooks. The student services manager aims to hold a welfare tutorial with every student; records of these are currently inconsistent. There is an anti-bullying policy; this is written in inaccessible language, although some elements of it are reflected in the student handbook. A 24-hour emergency contact number is provided, and clear and practical information about travel and relevant aspects of life in the UK is made available to students.

| Accommodation (W9–W22 as applicable) | Met |
|--|---------|
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Not met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

It was not possible to assess this area fully during the initial inspection but there were some concerns about provision. The college made a decision during the initial inspection to offer all homestay accommodation through an agency.

When inspected in October, all the homestay accommodation was provided by an agency. The two homestays visited were very comfortable and the requirements are made very clear to hosts during their induction, in guidelines and in the terms and conditions. Homestays are visited and records are well organised. The college seeks feedback and cooperates with the agency when issues arise. The approximate time and cost of travel between the accommodation and the college is not given in the written booking confirmation.

| Accommodation: homestay only | |
|---|-----|
| 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 the criteria in the above area are now fully met.

| Accommodation: other | |
|---|---------|
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Not met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

No information is available on the implications of private rentals; inspectors were told this was provided informally. However, students in the focus group felt they had not had the benefit of support or advice in this area.

| Leisure opportunities | |
|---|---------|
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Met |
| W25 Any leisure programmes are well organised and sufficiently resourced. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Not met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |

Comments

Students receive information about local social and cultural activities and there is an organised programme based on student requests and preferences. The student services manager is responsible for the programme, which is appropriately organised. Two sample risk assessments were provided but none were available for the most recent or the upcoming activity, and there appeared to be an impression that risk assessments were only needed if under 18s were present.

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 | 2018 |
| Last full inspection | 2019 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |
| Other accreditation/inspection | NCC (Foundation regulator – OFQUAL regulated) |
| Other accreditation/inspection | N/a |

Premises profile

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| 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: August |
|--|-------------------------|------------------------|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | May: 48, Oct: 20 | 60 |
| 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 | 0 | 0 |
| 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 | May: 48, Oct: 20 | 60 |
| Junior programmes: advertised minimum age | 0 | 0 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: predominant nationalities | 0 | 0 |
| Adult programmes: advertised minimum age | 18+ | 18+ |
| Adult programmes: typical age range | 22–25 | 21–25 |
| Adult programmes: typical length of stay | 12 weeks | 12 weeks |
| Adult programmes: predominant nationalities | Saudi Arabian, Kuwaiti | Saudi Arabian, Kuwaiti |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|----------------|---|
| Total number of teachers on eligible ELT courses | May: 4, Oct: 3 | 6 |
| Number teaching ELT 20 hours and over a week | May: 4, Oct: 3 | |
| Number teaching ELT under 20 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 | 4 | |
| 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 academic manager does not teach other than to provide cover for staff absence.

Teacher qualifications profile

| Profile in week of inspection | | |
|--|--------------------|---|
| Professional qualifications | Number of teachers | |
| TEFLQ qualification | 4 | 2 |
| TEFLI qualification | 0 | 1 |
| Holding specialist qualifications only (specify) | 0 | 0 |
| Qualified teacher status only (QTS) | 0 | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 | 0 |
| Total | 4 | 3 |

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 | May: 2, Oct: 5 | 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 (online students) | 0 | 0 |
| Staying in privately rented rooms/flats | May: 46, Oct: 15 | 0 |
| Overall totals adults/under 18s | May: 48, Oct: 20 | 0 |
| Overall total adults + under 18s | May: 48, Oct: 20 | |

Post MA