

Organisation name	MDA College, Leeds (formerly Leeds Language Academy)
Inspection date	28 October 2019
Current accreditation status	Accredited
Reason for supplementary check	Signalled: check course not running at inspection

### Recommendation

We recommend continued accreditation. The next inspection falls due in 2022; there are no grounds for bringing this forward.

### Changes to the summary statement

Courses in English for academic purposes can be added.

### New summary statement

The British Council inspected and accredited MDA College in July 2018 (as Leeds Language Academy) and June 2019. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English and English for academic purposes for adults (18+).

Strengths were noted in the area of premises and facilities and in academic management.

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

### Organisation profile

Inspection history	Dates/details
First inspection	2009 (as Leeds Language Academy)
Last full inspection	2018
Subsequent spot check(s) (if applicable)	June 2019
Subsequent supplementary check(s) (if applicable)	October 2019 (this visit)
Subsequent interim visit(s) (if applicable)	N/a
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

Student and staff profile	At inspection	In peak week: July
Total ELT/ESOL student numbers (FT + PT)	50	75
Minimum age (including closed group or vacation)	18	18
Typical age range	23–28	23–28
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Saudi Arabian, Brazilian, Chinese	Saudi Arabian, Brazilian, Chinese
Total number of teachers on eligible ELT courses	8	8
Total number of managers including academic	3	3
Total number of administrative/ancillary staff	1	1

<b>Premises profile</b>	
Address of main site	York House, St Andrews Court, Leeds LS3 1JY
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	York House, St Andrews Court, Leeds LS3 1JY

## **Introduction**

### **Background**

This supplementary inspection was recommended to review new provision (a university foundation course) following a spot check earlier in 2019 after the organisation changed its name from Leeds Language Academy to MDA College and moved into new premises. The focus of the June spot check was on the area of Premises and facilities, in addition to the points to be addressed from the 2018 full inspection. The outcomes of this inspection are being recorded on a spot check form as the June 2019 spot check after the 2018 full inspection makes normal supplementary reporting problematic.

### **Preparation**

Before the visit, the inspector received relevant documentation and correspondence from the Accreditation Unit and reviewed the school's website. The school was contacted to check the availability of managers, and the date for the inspection was agreed.

### **Programme and persons present**

The inspector arrived at 11.30 and departed at 16.30. Meetings were held with the chief executive officer (CEO) and the operations and academic director. An English for academic purposes (EAP) class in the foundation course was observed and its design and implementation were discussed with relevant managers, the teacher and the current cohort of students.

## **Findings**

Findings are reported both here and in the following sections.

The university foundation course being used had been developed by an external supplier, a UK national college, and was being delivered under licence from it. Licences for its use have been taken up both in the UK and overseas by a number of providers. The course design is detailed and principled with compulsory modules in general English, EAP, study skills, British higher education culture, together with a range of optional subject-specific modules. The course is topic based with a detailed syllabus; it incorporates a number of assessment waystages. Satisfactory performance in the last of these, often together with an acceptable IELTS score, enables students to gain admittance to a large number of universities in the UK and in other English-speaking countries.

The three points to be addressed from 2018 full inspection were not reviewed as they related to the teaching of general English which was not observed during this visit.

## **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</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.	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**

All the criteria in this area are fully met.

<b>Academic management</b>	<b>Met</b>
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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
<b>Comments</b>	
T5 The teacher chosen to teach the foundation course has two degrees himself, is TEFLQ and had recently finished teaching on a pre-sessional course at one of the city's universities.	
T7 There is ample provision for cover within the school as both the CEO and the academic manager are available to cover for the foundation course teacher.	
<b>Course design and implementation</b>	
Met	
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 The course structure provides an excellent base to equip students for all aspects of academic life in a British university.	
<b>Learner management</b>	
Met	
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.	Strength
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
<b>Comments</b>	
T18 Very frequent (weekly) progress reports are written and shared with students. Reports are available for sponsors as requested.	
<b>Teaching: classroom observation (EAP only)</b>	
Strength	
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.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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.	Met

#### Comments

T23 The teacher had a sound knowledge of the linguistic and academic systems and conventions underpinning EAP.

T24 Lessons were very closely linked to students' needs and backgrounds.

T25 Learning outcomes were clearly specified; students were made aware of them and of when they had been achieved.

T26 There was a wide range of teaching techniques displayed in the segment observed. These were wholly suited to the students' needs, abilities and aptitudes.

T27 The classroom used for the foundation class was equipped with an interactive whiteboard which the teacher used confidently and competently.

T28 Feedback from the teacher was appropriate, timely and sensitive. Good use was also made of peer correction.

T29 A good proportion of the segment observed was evaluation driven.

T30 The teacher worked hard to engage the students and was largely successful.

#### Classroom observation summary

One teacher, teaching an EAP module on the foundation course, was observed. The teaching observed met the requirements of the Scheme and was good. It was well informed, purposeful, closely related to needs and sensitive to the students' backgrounds.

#### Action taken on points to be addressed

*Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed.*

N/a

#### Conclusions.

The recently introduced EAP course is suitably designed, uses appropriate materials and is being well taught.