

Organisation name	MLS International College, Bournemouth
Inspection date	2–4 April 2019

<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.	Met

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited MLS International College, Bournemouth in April 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and professional English for adults (18+) and young people (16+) and for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic staff profile, academic management, course design, care of students, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

MLS International College (MLS) was founded in 1987. It has operated out of the same building since that time, with the same ownership. Since the last inspection, a number of changes have been made to the senior general and academic management of the school. One of the two directors retired early in 2019. Recent re-structuring of the academic management team has resulted in the addition of two deputy directors of studies (DDoSs) – one to oversee business English courses and the other to oversee aviation English courses. A new post has recently been created to provide oversight of IT and the virtual learning environment (VLE). At the time of the inspection, the admissions officer was on maternity leave. Her role was being covered by another member of the administration team.

This inspection took place over two and a half days. The two inspectors had meetings with the school director, the co-ordinating director of studies, the two deputy directors of studies, the client manager, the client services manager, an admissions officer, the accommodation officer, the business services manager, and the premises manager. Focus group meetings were held with students and teachers, and all teachers scheduled to teach at the time of the inspection were observed. One inspector visited three homestays and one residence.

## Address of main site/head office

Westover Chambers, Hinton Road, Bournemouth BH1 2EN

## Description of sites visited

MLS occupies a substantial building a short distance from the sea front in Bournemouth. It is close to the town centre, transport links, shops and cafés. The school occupies five floors and facilities include a reception area, offices, two staffrooms, a resources room, a library, four IT rooms, a small lecture theatre, a student common room, and 20 classrooms. There is a small car park to the rear of the building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 school offers a range of general English and examination preparation courses, business English courses and professional English courses. In the past year, the majority of students have followed general English and exam courses or aviation English courses. A smaller, but significant number have attended business English and other English for specific purposes courses. Students aged 16 and 17 join the general programmes for adults. One-to-one teaching is offered to support participation on general, business and professional English courses.

## Management profile

The director leads two teams, an administrative team and an academic team. The administrative team consists of the client manager, the client services manager, two admissions officers, the business services manager, the accommodation officer and the premises manager. The academic team consists of the co-ordinating director of studies (DoS), three deputy director of studies (DDoS) and the IT/VLE co-ordinator.

## Accommodation profile

The school offers the following accommodation options: standard single room homestay, standard twin homestay, and superior homestay with private access to a bathroom. There are over 170 active homestays on the school's register, 20 of which are suitable for under 18s. All are within 45 minutes' travel time of the school. Residential accommodation is available for students aged 18 or over. At the time of the inspection all but 16 of the students placed by the school were in homestay accommodation.

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The school makes use of three student residences within walking distance of the school.

All accommodation is arranged by the school's accommodation officer.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and with their publicity. The structure of the organisation is well established, communication is good and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management and Student administration* 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 a comfortable environment for work. A wide range of appropriate learning resources is available with particularly strong online materials. Suitable guidance on the use of these resources is provided for staff and students. *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 appropriate to the context. Teachers receive very good support, and courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management and Course design* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school has taken measures to provide a very safe environment for students and pastoral care is good. The accommodation provision is appropriate and the leisure programme is innovative and meets the needs of students. *Care of students and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is a strong safeguarding culture in the school and all requirements are in place. Training is appropriate and supervision arrangements in the school are very good. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## 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.	Met
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.	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.	Strength
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	Strength

improvement. Appropriate action is taken and recorded in an annual self-evaluation.

### Comments

M2 A comprehensive development plan, covering all aspects of the school's operation and outlining specific objectives, is shared with all staff. The plan is reviewed annually.

M3 The structure of management is clearly laid out in staff and student handbooks, with further clarification offered by a 'who's who' staff noticeboard near the entrance. Continuity is provided by appropriate training for new members of staff and by effective cover when staff are absent.

M5 First week review forms, monthly tutorials, regular student focus group meetings and end-of-course questionnaires offer students opportunities to give feedback. Feedback is collated, analysed and passed on to relevant members of staff.

M7 Comprehensive staff and student feedback informs the school's review cycle. A thorough self-evaluation is carried out each year.

### Staff management and development

#### Area of strength

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.

Strength

M11 There are effective induction procedures for all staff.

Strength

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.

Strength

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.

Strength

### Comments

M10 Comprehensive procedures with templates and checklists ensure consistency in the recruitment process. Personnel files showed that the school's recruitment policy is implemented consistently.

M11 Induction is thorough and well-documented, with checklists and opportunities for staff feedback on the induction procedure. Academic staff have a paid induction day before starting to teach. Part of the induction process involves the identification of future training needs.

M12 A robust appraisal scheme is integrated with continuing professional development (CPD) needs and targets, both past and future. A list of trends from recent appraisals is circulated to relevant staff. A supportive approach is taken before any disciplinary action is taken.

M13 There is excellent provision of paid opportunities for all staff. Each member of staff maintains an individual CPD record. Appraisals and observations for teachers identify training needs and financial support is available for staff to upgrade qualifications.

### Student administration

#### Area of strength

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.

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.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Strength

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

### Comments

M14 Student feedback shows an extremely high level of satisfaction with the professional and helpful way in which staff provide support. These high levels of customer support are accompanied by effective cover arrangements.

M19 The school's attendance policy is made known to staff and students in a variety of ways. Evidence was seen of the effective use of the school's step management policy and of a tailored response to the poor attendance and punctuality of a particular group of students.

M20 The conditions under which a student may be asked to leave the course are made clear in the student handbook and are spelled out at induction. Records showed that the staged process was implemented in line with the policy on the rare occasions that it was necessary.

<b>Publicity</b>	Met
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.	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.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
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.	Met

#### Comments

Publicity consists of a website, brochures which can be downloaded from the website, and a social media presence.

M23 Most of the publicity is written in clear, accurate English but the terms and conditions are embedded in complex text that would not be accessible to speakers of English at level B1 of the Common European Framework of Reference (CEFR).

M24 The information provided is clear, detailed and consistently presented across courses. The focus of study for each part of the day (known within the school as 'elements') and course objectives are explained in detail.

M26 The website provides very limited information about the level of care and support given to under 18s. However, parents receive a letter and a parental consent form before enrolment. Detailed information was added to the website during the inspection and therefore 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.	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.	Strength
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

P2 Most classrooms provide a suitable learning environment but a few have large tables that do not allow for flexibility of layout.

P5 There are attractive displays on noticeboards in classrooms and useful information is displayed in corridors around the school. Clear and consistent signage enables students and visitors to navigate the building easily.

<b>Learning resources</b>	Area of strength
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.	Strength
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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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.	Strength

### Comments

P7 There is a wide range of well-organised and appropriate learning materials for students. The in-house VLE materials, particularly those for aviation English students, are highly appreciated by students and are used extensively as an integral part of lessons.

P8 Teachers have access to a large number of appropriate resources, both print and online, including coursebook-related digital materials. All material, including teacher-produced tasks and activities, are stored on an easily-accessed, shared in-house platform.

P9 All teachers are provided with laptops. There are enough computers in the four IT rooms to meet student needs. All classrooms are equipped with appropriate educational technology, for which both staff training and technical support are of a high standard.

P10 The IT rooms and the VLE are used regularly and effectively by teachers and students, with aviation English students reporting them as essential in progressing towards their end-of-course exam. The library is open and staffed three times a week.

P12 Termly feedback from teachers and students informs the regular review and development of learning resources. Evidence of this review was seen in the frequency with which resources are updated and in the excellence of the VLE materials.

## Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

### Comments

T1 Three teachers do not have Level 6 qualifications. The rationales provided were accepted within the context of this inspection. The rationales showed that individually these teachers have appropriate experience of the world of work and/or engagement with post-school learning.

T3 The teaching team includes teachers with a wide range of ELT teaching experience as well as a breadth of work experience that relates directly to the professional English courses run at the school. ESP courses are often the subject of CPD sessions.

T4 All four academic managers are TEFLQ with over five years' full-time, relevant teaching experience. The team's combined teaching and academic management experience covers the full range of course types offered in the school.

Academic management	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Strength
<b>Comments</b>	
T7 There is timetabled cover at all times, with academic managers providing backup. Schemes and records of work support continuity of teaching by cover teachers.	
T8 New students are helped to merge with their class and course by a first week tutorial, assistance in staffed library periods and by the fact that each week of the syllabus is a self-contained unit.	
T10 Both the 45-minute drop-in and the annual formal observations are accompanied by very thorough feedback, with targets from previous observations followed up and new targets set. Trends from a batch of observations are circulated and then pursued in CPD sessions. Teachers reported appreciation of the observation process.	
<b>Course design and implementation</b>	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	N/a
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.	Strength
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
<b>Comments</b>	
T11 There is a clear statement of principles in the teachers' handbook. Helpful generic schemes of work (SOW) are available for all courses. The content or skills focus of each 90-minute part of the day is clearly described.	
T12 Teacher and student feedback informs a termly review of course design. Recent changes, in response to feedback, include the development of a business simulation programme to better meet the needs of business English students.	
T13 The generic weekly SOWs, with appropriate learning outcomes, are adapted by teachers to suit their class and are posted on classroom walls. Each student receives a copy of the SOW as well as a checklist of language and skills areas due to be covered.	
T15 The syllabus specifies study and learning strategies for each level, with the second part of the day identified as the period to focus on this. Tutorials and the individual study guide given to each student help the development of these strategies.	
<b>Learner management</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.	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 A very effective process of progression tracking includes monthly tests and tutorials, alongside the student's individual checklist of language and skills areas. Progress is linked to the school's own scoring system, which is in turn mapped against the Common European Frame of Reference.	
<b>Classroom observation record</b>	
Number of teachers seen	19

Number of observations	19
Parts of programme(s) observed	All except one-to-one tuition.

### Comments

None.

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.	Strength

### Comments

T23 Teachers' knowledge of grammatical systems was good and help was given with pronunciation when modelling. However, some word definitions were misleading and too little contextual information was provided.

T24 The content of the aviation English lessons was particularly relevant to course objectives and students' learning needs but insufficient attention was paid to individual student needs in some general and business English lessons, with little provision for differentiation.

T25 Lessons generally led to relevant learning outcomes which were almost invariably made known to students. Most plans consisted of a coherent sequence of activities.

T26 Teachers made use of a range of mainly appropriate techniques. In the best lesson segments observed there was good elicitation and prompting. Concept checking was rarely used.

T27 Overall, classroom resources were managed effectively. In the best segments, teachers made competent use of whiteboards and coursebook materials. In weaker segments, there was too much talk about language concepts and too little attention given to practice activities.

T28 Teachers often provided effective on-the-spot correction but this was always teacher led – students rarely contributed to correction. There was good feedback on student performance.

T29 Evaluation of learning was almost always built into the lesson plan's sequence of activities.

T30 Teachers generally gave clear instructions and invariably knew and used their students' names. A good balance of teacher and student talking time and most teachers' ability to pitch language and pace to suit their classes contributed significantly to the creation of a positive learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from the very good to satisfactory, with the majority being satisfactory. Teachers showed a sound knowledge of grammatical systems and provided appropriate models. However, weaknesses were noted in the awareness and teaching of vocabulary. Lesson plans were clear and coherent, and the best were aligned with student needs. Teachers made use of a range of appropriate techniques and classroom resources were in the main employed effectively. Feedback was provided but a limited range of techniques was in evidence. Almost all classes took place in a positive atmosphere, with students fully engaged.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to	Met



all staff, and relevant elements are known to students.	
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Strength

#### Comments

W1 Appropriate measures are in place to ensure the safety and security of students, including the disabled. They include CCTV coverage and security locks in areas where access needs to be controlled. Visual checks of the buildings are carried out daily to identify security problems or defects. A comprehensive set of safety procedures takes into account the school's city centre location with direct access on to the street. Staff have been well briefed in all relevant areas, including fire safety, and appropriate training is given to fire marshals.

W3 A very good level of care is available to students. Two members of staff in particular provide pastoral care, and students commented that they felt well cared for. The school identifies students with specific welfare needs and ensures all staff are informed. The school is attentive to the needs of different faith groups.

W7 Comprehensive information on all required areas is included in the welcome letter and the student handbook, and is reinforced at induction. Information is professionally presented, and induction was praised by the students.

W8 The school helps students to register with GPs and assists them to make appointments with doctors and dentists. Students with a low level of English are accompanied to appointments. First-aid provision is very good, and the admissions officer has had training to deal with mental health issues.

<b>Accommodation</b> (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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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

W9 The quality of the facilities in the three homestays visited during the inspection ranged from satisfactory to outstanding. The residence inspected offered students a comfortable living environment in single ensuite rooms.

W11 Safety and suitability checks are thorough and systematic and work well in practice. Checks are made on the language of other students from other providers, and student feedback on all accommodation is followed up in detail.

W13 Procedures for identifying problems students have with their accommodation are mainly effective. However, there is insufficient focus on accommodation in formal feedback mechanisms, such as first-week review questionnaires and tutorials.

<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.

#### Accommodation: other

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.	Not met

#### Comments

W22 The school recommends local hotels and guest houses but does not formally monitor their quality. The school policy in this regard changed during the inspection, and publicity was altered accordingly. Inspectors were assured that in future the school will provide lists of alternative accommodation without endorsement.

Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students are given extensive information about local events and activities at induction, on posters, and through a monthly 'what's-on' email. Good support is provided to facilitate access.  
W24 The school has developed an innovative programme of student-led activities to meet the needs and interests of the students. Students in the focus group were very positive about the programme.  
W25 Student representatives work directly with the student body to plan and promote each activity. The school provides very good support.

### Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

The school enrolls students aged 16 and 17 on to its adult courses, and in the past year has run a one-week course for a closed group of school children aged 16+ and for another group of students aged 17. Both junior groups were under the supervision of group leaders. The school ran these courses as experiments and has since decided to discontinue junior programmes. At the time of the inspection there were four students enrolled on adult courses. All students under the age of 18 are required to stay in homestay accommodation.

S1 There is a strong safeguarding culture in the school and a comprehensive policy and procedures are in place. The school has taken the lead in setting up a Bournemouth-wide safeguarding forum with other language schools, and sits on the local safeguarding children board (LSCB) forum.

S2 Provision in this area is very good. The safeguarding policy is summarised for staff in a useful flow chart. Appropriate guidance sheets on managing 16 and 17-year-olds are available to staff and to homestay hosts. All staff, and all homestay hosts accepting under 18s, do basic online training. There are three specialist trained staff in the school. The Designated Safeguarding Lead (DSL) provides in-house training to all relevant staff on a regular basis.

S5 On-site supervision of under 18s is of a high standard. There was evidence of continuing vigilance to ensure their safety, including regular meetings on an individual or a group basis. Attendance and punctuality are monitored rigorously.

## 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	1989
Last full inspection	2015
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

## Private sector

Date of foundation	April 1987
Ownership	MLS International Ltd Company number: 1947337
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

<b>Student profile</b>	At inspection	In peak week: April (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	179	186
Full-time ELT (15+ hours per week) aged 16–17 years	4	4
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
<b>Overall total</b> ELT/ESOL students shown above	<b>183</b>	<b>190</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	16	16
Adult programmes: typical age range	27–33	27–33
Adult programmes: typical length of stay	5 weeks	5 weeks
Adult programmes: predominant nationalities	Russian, Ukrainian, Qatari,	Russian, French, Serbian, Saudi, Italian, Turkish, Omani

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	20
Number teaching ELT 20 hours and over a week	18	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	1	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4
Comments	
One academic manager was teaching ten hours in the week of the inspection.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	14
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0

Total	18
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	163	4
Private home	0	N/a
Home tuition	N/a	N/a
Residential	6	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	179	4
Overall total adults + under 18s	183	