

Organisation name	ODILS, Plymouth
Inspection date	24–26 April 2023

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Open Doors International Language School in April 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>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Open Doors International Language School (ODILS) is a charity which delivers qualifications in English for Speakers of Other Languages (ESOL) and in Functional Skills English. Many students are fully funded by the Skills Funding Agency, although some may have to pay a small proportion of their fees for their ESOL qualifications, if not on any state benefits and above a salary threshold. ODILS teaches refugees and asylum seekers, and spouses of British citizens. Funded and fee-paying students are taught together.

This compliance-only inspection involved two inspectors and lasted for one and a half days and one evening. Meetings were held with the deputy chief executive officer, academic director, quality manager, facilities manager, exams manager, and student enrolment administrator. All teachers timetabled to teach during the inspection were observed and meetings were held with students and teachers. The school does not arrange accommodation. There is no advertised leisure programme, although teachers occasionally organise social events for their students.

Address of main site/head office

28 Woodland Terrace Lane, Plymouth PL4 8QL

Description of sites visited

The school occupies a single-storey building on a side street in a residential area of Plymouth. It also rents space in a church hall, which is located about twenty minutes' walk away. The main building, which the school rents, has five classrooms, one of which is large and can be used for other activities which require more space. There are five offices: a reception office next to the entrance: an academic management office, an administration office, and another for the Volunteer Learning Net team. There is a café for staff and student use. There is also a teachers' resources room with desk space for three teachers to work at a time. There is also a small courtyard with a picnic table. In the church hall, there are three classrooms situated around the main hall space which is used for the creche. One of the classrooms doubles as a teachers' room with a photocopier. Both buildings have separate male and female toilets.

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

Comments

The school operates an academic year cycle and offers part-time general English courses during the day or evening for four hours per week and can run English for Specific Purposes (ESP). In the last year, they have run English for naval cadets, English for NHS workers, as well as a 'Speak for your Health' course for Chinese learners. The school runs a summer school during the day for individuals aged 19+.

Management profile

The assistant CEO has overall responsibility for the English language school, and both the academic director and facilities manager report to him. The quality manager, exams manager, and teachers all report to the academic director, and the exams manager manages the administration team. The CEO is now based in a separate building and manages the refugee projects team.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and 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. 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.

Teaching and learning

The provision meets the section standard. 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. However, systems for the correct management of continuous enrolment are unclear. Courses are structured and managed to provide the maximum possible benefit to students, although there is no systemic focus on study and learning strategies. The teaching observed meets the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care and general information are met. Students benefit from well-managed student services and related activities.

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

The organisation's vision statement is simple, clear and is evident throughout all systems and processes. Objectives for the future are SMART as seen in the quality improvement plan. The staff structure is complex but posters with photographs around the building and in publicity make it easy to identify all personnel. Feedback systems for both students and staff are highly effective and it is clear that they feed into organisational self-evaluations.

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.	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

Staff management and development systems are both robust and supportive, from HR policies to suitable job descriptions. Recruitment policies are wholly appropriate and there is a detailed induction procedure. Staff spoke positively of appraisal systems as well as continuing professional development (CPD), and record keeping is good.

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.	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.	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

It is clear from both recorded feedback as well as speaking to students that they receive a very high level of individualised customer service. Systems for recording enrolment and contact information are sensible and up to date and there is an effective system for monitoring student attendance. Conditions and procedures under which students may be asked to leave the college are clear and it is evident that they are enforced. The handbook contains guidance on how to make a complaint.

Publicity	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.	Met
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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity comprises a website, leaflets, as well as a number of social media channels. The website is considered the main medium of publicity.

The new website is attractive and easy to navigate and gives rise to realistic expectations. The language used throughout is accurate and appropriately pitched, with the addition of audio answers for those with difficulty reading. All information on courses and costs is easy to locate but references to staff qualifications did not accurately reflect the profile of staff at the time of the inspection. Claims to accreditation are mostly suitable, but one incorrect marque was in use. This was corrected during the inspection and is no longer a point to be addressed.

Premises and resources

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 students with a suitable environment in which to study. They are in a fair state of repair and students confirmed that they are always clean. Classrooms are appropriate for the size of classes seen, and there is a canteen area where free tea and coffee are available. Signage is adequate, and space for staff to work and relax is satisfactory.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is an adequate range of printed materials available to teachers and students as well as a wealth of digital resources. Educational technology is well maintained, and all teachers have received effective guidance in its use. Resources are reviewed regularly, in the light of student and staff feedback.

Teaching and learning

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

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 profile of the academic team is suitable. Nearly all teachers have a Level 6 qualification. A rationale was seen and accepted in the context of this inspection for one teacher without a Level 6 qualification who is studying for a Level 7 TEFL qualification. Teachers have a good range of appropriate skills and experience in addition to their teaching qualifications, and the academic management team are both well qualified and very well experienced.

Academic management	Met
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.	Not 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.	Not met

Comments

Systems for matching teachers to classes and timetabling classrooms are satisfactory. Timetabling and cover procedures are perfectly suitable, but there is no clear guidance on managing continuous enrolment for teaching staff. Although the observation system is supportive and constructive with clear links to CPD, new teachers are sometimes not observed until their fourth week in the classroom.

Course design and implementation	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.	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.	Not 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.	Not met

Comments

Course design is based on clear principles. Evidence of review was seen, and students are provided with course outlines and objectives in the form of individual learning plans. Study and learning plans are not systematically included in course design and no evidence was seen in lesson plans or schemes of work. All students are resident in the local area, but no link between course content and students' lives outside the classroom was seen.

Learner management	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.	Met

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

Comments

Placement procedures are effective, and students' progress is monitored via testing and tutorials. Students are provided with excellent learning support and the majority are all working towards external exams. Further support is available for students wishing to progress to mainstream UK education, via the 'Next Steps' programme.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

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.	Not 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 In the majority of segments seen, clear and natural models were given appropriate to the level of the learners. In a minority of weaker segments, there were examples of non-standard forms of language used.

T24 Detailed profiles were seen, which showed excellent awareness of students' learning needs as well as cultural backgrounds.

T25 Many teachers gave teaching aims rather than learning outcomes. Although most lessons were logically sequenced, some would have benefited from additional stages, either to support students better before an activity or to provide more meaningful practice towards the end of the same.

T26 A range of teaching techniques was seen, from elicitation to checking of concepts and instructions, nomination of individuals, drilling of new language, as well as effective monitoring. In many cases, this was done with confidence, but in a few segments, explanations were repeated rather than understanding being checked, and in others, the use of teaching techniques was somewhat mechanical.

T27 The classrooms were generally managed well. Technology was used with confidence and whiteboards were well organised. Pairs and groups were arranged efficiently.

T28 Praise and encouragement were effective, and some good examples of error correction were seen, from unobtrusive use of reformulation, to elicited self or peer correction, as well as effective monitoring of communicative activities and delayed error correction. In isolated examples, errors were left unchecked.

T29 Learning was evaluated through the use of checking stages during the lesson as well as some review of learning from previous lessons. Students are also encouraged to review and rate their own learning at the end of lessons.

T30 Overall, teachers created a very positive learning environment. They were calm, supportive and engaging, but in some cases, the lesson was overly teacher centred. Students were very much engaged with their learning,

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory against the criteria, with the majority being good or better. Teachers demonstrated appropriate knowledge of linguistic systems and provided mostly natural models. Lessons were well informed by students' needs and learning backgrounds, but there was more of a focus on teaching aims rather than learning outcomes. Teaching techniques were appropriate, and the resources were managed well. The atmosphere was positive and purposeful.

Welfare and student services

Care of students	Met
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.	N/a
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, emergency planning and evacuation drills are in place to ensure the safety and security needs of students. Students receive pastoral care from trained staff and are very well looked after. Students can contact the school at any time if required, although emergency assistance is normally provided by friends, family or other agencies. The student handbook contains information on life in the UK and students have access to health care as required. Students are already resident in the UK before applying for a course.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

None. The school does not offer accommodation services.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

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.	N/a

Comments

The school provides students with advice on living in private rented accommodation and associated difficulties as required on an ad hoc basis.

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.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

Comments

Information on local cultural and sporting events is provided through leaflets and information displays. There is no organised leisure programme, although teachers may occasionally accompany students on local visits. Appropriate risk assessments are in place.

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	2006

Last full inspection	2018
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	Teacher training, community support work
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2001
Ownership	Name of company: Open Doors International Language School Company number: 4301430
Other accreditation/inspection	OFSTED Through Plymouth City Council

Premises profile

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

Student profile

	At inspection	In peak week: April
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
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	330	330
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	330	330
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	19+	19+
Adult programmes: typical age range	19–70	19–70
Adult programmes: typical length of stay	2–3 years	2–3 years
Adult programmes: predominant nationalities	Afghan, Ukrainian	Afghan, Ukrainian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	11	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	12	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
One academic manager was teaching four hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	