Inspection report

Organisation name	Professional Language Solutions, London
Inspection date	23–24 May 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☒	☐	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Professional Language Solutions in May 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in professional English for adults (18+) in school premises.

Strengths were noted in the areas of quality assurance, premises and facilities, course design, learner management and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 2009
Last full inspection	August 2013
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	English delivered in company and foreign language tuition
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Language Solutions International, a sister company that runs language courses abroad

Private sector

Date of foundation	2004
Ownership	Professional Language Solutions Ltd Company number: 05179005
Other accreditation/inspection	N/a

Premises profile

Address of main site	11 Coldbath Square, London EC1R 5HL
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is located in a four-storey building in a square in Clerkenwell, London, close to the City; it is a short walk away from very good transport links and a wide variety of cafés, restaurants and shops. On the ground floor there is a reception, offices, the tutors' room and a classroom/meeting room. There are offices and a kitchen on the first floor, a conference room and a classroom on the second floor and, on the third floor, two classrooms, a break-out room/student lounge and a kitchen. There are toilets on the second and third floors. There is a private garden which staff and students can use.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	4
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	2
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	**2**	**6**
Advertised minimum age	18	18
Actual minimum age	18+	18+
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	30–50	30–50

Typical length of stay	1 week	1–2 weeks
Predominant nationalities	German, Italian	No predominant nationality
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	1

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1
Comments	

The academic manager does not have a teaching timetable.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	3
Comments	

None.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The school offers one-to-one courses for business people and executives of 25, 30 or 35 hours per week, as well as flexible options with a minimum of ten hours per week. Intensive small-group courses of 15 or 30 hours per week are also offered, with a maximum group size of six. Combination courses – group plus one-to-to-one lessons – can be booked. These courses focus on business English, with elements of general language improvement. ESP courses are available on demand for individuals or closed groups in, for example, legal English, aviation English and English for the oil and gas industry. The minimum age for all courses is 18.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	2	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	2	N/a
Overall total adults + under 18s	N/a	

Introduction

Professional Language Solutions (PLS) is a training organisation whose main business is in-company training in the UK. The owners choose not to submit the in-company training for accreditation because the key corporate clients they work with have in-house rules and regulations, for example, rules concerning the presence of outsiders such as inspectors observing lessons, that clash with the requirements of a Scheme inspection. English and foreign language courses are offered at the PLS centre in London, and only these intensive English lessons are submitted for accreditation.

In-company provision makes up approximately 95 per cent of the company's business. The remaining five per cent of business comprises intensive courses at the London centre. Almost all of these courses are one-to-one, with a limited number of small-group courses, and are taught by a team of experienced tutors. Courses do not have set advertised dates and are booked, for the most part, by corporate clients.

PLS has a very stable staff profile. The managing director (MD), the academic manager and the client and student services manager have worked together for many years. All tutors are employed on a self-employed basis.

A sister company, Language Solutions International (LSI), runs largely ESP courses for corporate clients abroad. The LSI academic manager sometimes works alongside the PLS academic manager in London when certain ESP expertise and resources are required.

The inspection lasted one day and one half day. The inspectors talked to the MD, the academic manager, the LSI academic manager and the client and student services manager. All tutors timetabled during the inspection were observed. Two focus groups were held, one with students and one with tutors.

PLS refers to its teachers as tutors and this term has, therefore, been used in the report.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒
Comments	
M1 The items sampled were satisfactory.	

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☒	☐	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☐	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 There is a clear structure of management, with lines of reporting accurately defined on the school's organogram. The management team has worked closely together for many years and can cover for each other.
M4 Communication channels are good. The management team discusses operational matters every week and monthly review meetings take place; details of developments and training contracts secured are shared with staff, by email for those not in school on a regular basis. Staff share offices and much communication is informal, as is appropriate given the size of the school. The tutors told the inspectors they felt very well informed and found the management team to be approachable and responsive.
M5 The recruitment policy and procedures, including the requirement to obtain references, as well as disciplinary and capability policies, are clearly outlined in the employee handbook.
M6 There are references on file for the two permanent employees appointed within the last two years. However, although the recruitment policy, updated in March 2017, specifies that references will be obtained, the school does not routinely follow up references for self-employed tutors. There were no references on file for tutors appointed since 2014.
M8 There is a written appraisal policy and all permanent staff are appraised formally every two years by the MD, with an informal review of performance objectives at the end of the year between. Appraisal records were on file. To monitor the performance of self-employed tutors a system of observations followed by feedback, from both the observer and from students, has been developed. Records were on file for the tutors working at the time of the

inspection. Any support required because of unsatisfactory performance is on a one-to-one basis.

M9 There is a written policy for the continuing professional development (CPD) of staff. The company offers financial support for staff to attend external training or upgrade their qualifications; the academic manager, the client and student services manager and the company accountant have all undertaken external training since the last inspection. Support for training is available for the self-employed tutors but take-up is low. For in-house tutor development see T10.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The client and student services manager handles all administrative aspects of a student's course, including pre-enrolment information, enrolment and booking of any accommodation requested. A team of client managers, who work mainly handling clients for in-company training, is available if further support and cover are needed. The IT system is comprehensive and information requested was retrieved efficiently. Both one-to-one students in school commented very positively on the helpfulness and professionalism of the school staff.

M11 A very personalised approach is established with each student so that prompt and individualised information can be provided, both before enrolment and while the student is in school. The client and student services manager gets to know each student's needs very well and is available for further consultation throughout the student's course.

M13 Student records sampled held all the required information, and records are accessible remotely outside office hours.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 All systems and processes are monitored closely by the management team, and issues relating to all aspects of the quality of the school's operations are discussed at monthly review meetings. External sources of reference, such as previous inspection reports, analysis of competitors and feedback from corporate clients, inform changes and improvements. New tracking software, for example, has been installed to record details of all the company's freelance tutors, including their deployment and location.

M18 Student feedback is monitored carefully. Students complete an initial and end-of-course questionnaire, and informal checks are made during their course. At the end of the course the client and student services manager meets each student to discuss their feedback. Anything less than a good grade is followed up by the academic manager, and the outcome recorded. Student feedback feeds into the monitoring of tutor performance, and into improvements in school systems and processes.

M19 Staff feedback is collected informally, and recently by means of a staff survey; action taken is recorded. Improvements to the course outline document had been made following tutor feedback.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	

	Not met	Met	Strength	See comments	N/a
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☒	☒	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The school's publicity materials comprise a website and a brochure which can be downloaded from the website, and social media sites.
M22 Information about the provider is clear and accurate, as are the photographs in the publicity materials. Two of the social media sites, which can be accessed from the website homepage, have not been updated recently, one not since December 2014 and the other not since January 2015.
M23 There are very clear descriptions of all course types with objectives and levels described accurately. The minimum level for each course is linked to an overview of the European Framework of Reference (CEFR) levels to help prospective students assess the suitability of the course.
M25 The terms and conditions are sent only when an enrolment is completed so the information about deposits, payment and refund of fees and cancellation arrangements was not in the publicity materials. The terms and conditions were added to the website during the inspection and this is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff, and in accordance with the organisation's publicity. Communication is good. Student administration is efficient and quality assurance procedures are well established. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☐	☐	☐

Comments

R1 The building is in a quiet square and there is access to a small private garden. In terms of internal space and facilities, the building provides a very comfortable environment for staff and students.
R2 The building is in a very good state of repair, cleanliness and decoration. It is very smart throughout and, therefore, is well suited as a training centre for business people and executives.
R3 Classrooms vary in size from rooms suitable for one-to-one to a boardroom suitable for students to be trained in skills for meetings and presentations. All rooms are light and free from extraneous noise. Each room is furnished with good quality furniture that allows appropriate flexibility of layout.
R4 Students can relax in the student lounge on the top floor where there is comfortable seating, tea/coffee-making facilities and newspapers and magazines. There is also a computer and printer for their use. There are water coolers on each floor and in some classrooms. On the first day the client and student services manager takes each student out to show them the wide range of cafés and restaurants close to the school where they can have lunch.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☐	

Comments

R7 There is a satisfactory stock of commercially produced materials for both business and general English. Each course is tailor-made and tutors generally use their own materials and supplement them, when appropriate, with the school's resources.
R8 There is a good stock of supplementary materials and resources, including reference and skills books, easily accessible in the tutors' room. A virtual learning environment has very recently been set up so that tutors' materials can be stored and shared.
R9 One classroom has an interactive whiteboard (IWB) and there is an IT manager in the building to provide support. There are also CD players, two laptops, a tablet and a projector available. There is Wi-Fi provision throughout the building.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T4 The academic manager is very well qualified and has extensive teaching and academic management experience. When required, support is available from the academic manager of LSI; he is TEFLQ and also has relevant teaching and academic management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

T6 Tutors are allocated to students based on their skills, experience and availability. For ESP courses any specialist knowledge and experience a tutor has is important when allocating tutor to student. The academic manager knows the tutors well and can call on their relevant expertise.

T7 One-to-one courses are usually taught by a team of two tutors to ensure a variety of approach. For any long-stay one-to-one students more tutors will be involved in the programme but there is always a core team to provide continuity. There are sufficient experienced tutors available to respond to any last-minute booking.

T10 Daily support is available from the academic manager and, for certain types of courses and students, from LSI's academic manager. There are very few in-house development sessions as tutors are not in school outside their teaching hours. The academic manager emails all tutors with information about external training events, webinars and useful websites on aspects of teaching, but take-up is low.

T11 Tutors are observed once a year. The three tutors working at the time of the inspection had all been observed within the previous nine months and feedback notes, written in a constructive style and with action points to work on, were on file.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 The main principles underlying the design of courses in the school are that courses are task-based, that their aim is to improve every student's professional communication competences and that course content must address the needs of the individual student. Each student completes a pre-course needs analysis which forms the basis of course design. There is good guidance for tutors on course design and planning in their handbook, and a syllabus based on the CEFR 'can do' statements.

T13 There is regular review of course design in response to feedback from corporate clients, and review on a daily basis in response to student feedback.

T14 The course outline is drawn up based on the school's placement procedures and pre-course needs analysis, and is discussed and agreed with the student at the start of the course. The course outline remains a flexible document as the course progresses, and is amended and adjusted as necessary.

T15 Tutors are required to help students with organising their course materials and developing good learning strategies. In some, but not all, lesson segments observed tutors shared good strategies in relation to recording and learning new vocabulary. The lesson plan template includes a general mention of learning strategies but no explicit guidance is currently available for tutors.

T16 Students have limited opportunities for using English outside the classroom since courses are short and most stay either in hotels or in private accommodation. Some courses include lunch with a tutor, or lunch with a tutor can be booked. Tutors are expected to discuss ways of using English outside the classroom with their students on the first day of the course. In some lesson segments observed there was useful checking of whether language learnt the previous day had been used by the student at her work in a London-based company.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☐	☐	☐	☒
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☐	☐	☐	☒

Comments
T17 Placement procedures are thorough. The student is asked to complete a self-assessment using the CEFR guide, and this is followed by a structured interview on the telephone or online. Learning objectives are discussed and a needs analysis is completed. Students are sent a link to an online placement test, which helps to establish their language level. Tutors are involved in this placement process and a report is drawn up so that the tutor can design the course and discuss this with the student on arrival.
T18 At the end of each week, and the end of each course, there is a task for the student to complete to show whether they have reached their training objectives. The results of this assessment task will inform the content of the programme for the following week.
T21 Every student receives a detailed report outlining the materials used on the course and the training objectives, what the student has achieved in terms of grammar, communication, vocabulary, pronunciation and skills, and a set of training objectives and recommendations for further learning.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	One-to-one

Comments
None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☒	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments
T23 Tutors generally produced accurate models of spoken and written English, although there was some lack of clarity and precision in explanations of written English. Modelling often focused on individual words, rather than connected speech.
T24 Tutors provided good profiles of their students. The initial training needs analysis clearly informed the course outline and tutors were observed discussing the rationale behind each activity. Topics were relevant and of interest to the students.
T25 Intended learning outcomes were on the course outlines and usually written up on the glassboard. The sequence of activities was generally coherent, with new language input leading to practice and then to more complex activities, such as a simulation requiring the student to use the new language taught. In most segments observed there was good opportunity for the student to use the target language.
T26 A range of teaching techniques was seen. Tutors generally used elicitation, prompting and questioning techniques well. In better segments meaning was checked effectively; in weaker segments tutors explained meaning themselves, resulting in too much tutor talking time.
T27 Tutors managed the lessons quite well with good use of a range of materials including visuals, vocabulary cards, handouts, glassboard and IWB. Some handouts were not well produced. Some board work was organised with new lexis written up with helpful information such as stress and parts of speech; in weaker segments board work was less successful with words written up in random fashion and with no context. Thought had been given to the most appropriate seating for one-to-one sessions.
T28 Tutors gave students encouragement and praise. A good range of correction techniques was seen, including prompting self-correction, echo correction, using gesture and making notes for delayed correction.
T29 Various short activities were observed to test whether new language had been learnt, and to give the student feedback on their performance. Course outlines showed that more complex tasks had also been planned to enable the student to demonstrate a range of skills and the new language acquired during the week.

T30 In all the segments observed there was a very purposeful and professional atmosphere. The close focus on the student's learning needs meant that they were fully engaged throughout.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority of segments observed judged to be satisfactory. Tutors generally demonstrated a good knowledge of the language being taught, the content of the lessons related to the student's learning objectives, and a range of resources was being used. Teaching techniques, including correction techniques, were broadly effective and there was a purposeful atmosphere in all lessons. In weaker segments modelling focused on individual words, some tutors explained rather than elicited new language, and board work was at times not well organised.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The tutors have appropriate teaching qualifications and the academic management team profile is strong. Tutors are given good support to ensure their teaching meets the needs of their students. Course design is based closely on student needs and learner management procedures are thorough. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 All areas of safety and security are covered well including, for example, building risk assessments, controlled access to the building, fire safety and safe storage of student valuables.
W2 The size of the on-site operations and one-to-one nature of the classes means students get individual care and attention.
W4 There is a suite of well-expressed and relevant policies available and understood by staff and students. The information is shared via the respective handbooks.
W6 Although it is rarely required, because transport and accommodation is arranged by the client company, detailed and thorough information is available before students arrive.
W7 A comprehensive student handbook, written in accessible English, covers all the appropriate areas.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has the capacity to provide a range of accommodation, and comprehensive systems and procedures are in place. The school offers homestay through two agencies: one is registered with the British Council and has not been used for four years; the second unregistered agency was last used in 2015. There is a list of recommended hotels and serviced apartments available to prospective students. As the school has not provided any accommodation for students in the last two years, the inspector examined the accommodation systems and paperwork without making any specific homestay visits.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The service agreements between the two accommodation agencies and the school list the services and facilities required.
W11 In addition to the visits made by the agencies, the client service manager completes occasional visits to sample the accommodation for suitability.
W14 Templates are available for initial and end-of-course feedback.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☐	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

Homestay accommodation has not been used in the last two years. Templates used to check accommodation were on file and the school and homestay agreement included reference to the criterial requirements in W16–W21.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☒	N/a	☒	☐

Comments

W25 The client manager visits annually a range of hotels and serviced apartments that could be used by students. Records of visits were on file. Payment arrangements are clear in the publicity and pre-arrival documentation. Booking arrangements are the responsibility of the student and this is made clear in the publicity.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	

W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 The provision is appropriate to the client group. Students receive individual attention before and on arrival and useful leaflets are on display in the student lounge. The student focus group indicated the willingness and potential of the school to respond to student requests.
W27 When required, a tailored leisure programme is designed around an individual student's needs.
W28 Risk assessment records were on file for previous completed off-site activities. The templates available included guidance on how to respond where students were at risk.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. Although no accommodation has been provided in the last two years, the infrastructure available could meet a change in circumstances with ease. The systems work to the benefit of the students. *Care of students* is an area of strength.