

Organisation name	The Language Gallery, Birmingham
Inspection date	7–8 February 2024

Section standards	
<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 safe, 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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited the Language Gallery, Birmingham in February 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+).

The inspection report noted a need for improvement in the area of course design.

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

## Introduction

The Language Gallery school (TLG) in Birmingham is part of a group of three UK schools, with the others in London and Nottingham, each with separate accreditation. The schools are owned by Global University Systems (GUS), a company based in London with an international network of higher education institutions offering a variety of programmes including degree courses, professional and corporate training, as well as ELT. GUS manages the majority of student recruitment and the student enrolment process.

Many changes have happened to the school in the past four years. The centre manager who was appointed before the previous inspection left in 2021. She was replaced initially by the academic manager (AM) in Nottingham before a permanent AM was found in 2022. He then left in September 2023 when a new assistant academic manager (AAM) and a student services officer (SSO) were appointed, with oversight from the AM in Nottingham. The plan is for the AAM to complete his TEFLQ course and become the AM later in 2024. Until that time the AAM fulfils the Birmingham day-to-day centre and academic duties with the support of a monthly visit and weekly virtual support from the Nottingham AM.

In December 2023 the school moved to new permanent premises in central Birmingham. These premises also house Arden university one of the other GUS operations. There is access to TLG facilities from the Arden floors below. Until coded door access has been installed on the central staircase management have taken the decision not to accept under 18s.

The inspection took one and a half days. Meetings were held with the London based TLG academic director the AM Nottingham, the Birmingham AAM, the SSO as well as the GUS premises manager. A virtual meeting with the London based senior marketing team was held and one inspector had a phone meeting with the accommodation agency registered with British Council. The AAM and four of the five teachers teaching in the week of the inspection were observed, and separate meetings were held with teachers and a group of students.

## Address of main site/head office

The Language Gallery, Arden University, 3<sup>rd</sup> floor Lock 14, 39 Summer Row, Birmingham B3 1JJ

## Description of sites visited/observed

The school occupies the third floor of a modern university building in the centre of Birmingham, accessible by lifts, and in an area close to good transport links. Access to the building at street level is foot only and there is a lift to the third floor where reception is situated. Off the central staircase there are two wings with a total of six classrooms and an open student area with noticeboards, tables, chairs, and some soft seating. Two of the classrooms are designated as male and female multi-faith rooms. A small meeting room currently houses the hard copy teaching resources and the assistant academic manager's workstation. An open kitchenette area is available to staff and students and there is Wi-Fi provision throughout. Separate male, female and disabled toilet facilities are available.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers general English courses of 15, 19 or 21 hours at levels A1 to B2+. Core classes comprise 15 hours; elective classes can be added for a more intensive course of 19 or 21 hours. IELTS courses of 15 hours are offered and there is also an IELTS afternoon elective option available as a booster class.

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At the time of the inspection four general English classes were running plus an IELTS class, and four afternoon electives. One-to-one is offered but none was taking place during the inspection.

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### **Management profile**

The strategic vision and financial control of TLG is held by the GUS senior management team and the managing director based in London and they report to the TLG Board chaired by the CEO of GUS. UK brand management and student recruitment are centralised functions. The London based academic director is responsible for the oversight of all academic programmes running and to be run. She is the line manager to TLG language schools' academic managers. The academic managers are responsible for the success of the schools and their compliance with the accreditation scheme. They line manage their respective teachers and any student support officers (SSOs). The Birmingham based assistant academic manager (AAM) has responsibility for the day-to-day aspects of the school. He reports to the TLG Nottingham academic manager (AM). He is supported by the SSO who is responsible for liaising with the accommodation agency and for the general welfare and safeguarding areas. She also liaises with the London office over student registrations.

The AAM is the designated safeguarding lead (DSL) and the SSO is the deputy DSL.

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### **Accommodation profile**

Homestay accommodation is offered through an agency registered with the British Council. At the time of the inspection, three adult students were in homestay accommodation. The AAM has visited two residences that offer academic-year length lets in case that type of accommodation is requested by a student. The school has produced an information sheet to help students find their own accommodation.

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### **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 providers stated goals and values. Staff management is generally satisfactory although some roles and lines of responsibility are being reviewed. Communication is good and human resources support is effective. Student administration is carried out with care and attention. Publicity mostly includes the relevant information and is clearly laid out.

#### **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. Resources are suitable for the age and needs of the student profile.

#### **Teaching and learning**

The provision meets the section standard. The academic team largely has a professional profile appropriate to the context and teachers receive sufficient guidance to ensure they support students effectively in their learning. Course design is structured but strategies to support independent and post-course learning are not formally included in the syllabus. There is no explicit guidance for teachers on how to support students to benefit linguistically outside the classroom from their stay in the UK. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

#### **Welfare and student services**

The provision generally meets the needs of the students for security, pastoral care, information and leisure activities. However, third parties are not made sufficiently aware of emergency plans. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.

#### **Safeguarding under 18s**

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. However, the risks associated with the premises have not been adequately addressed.

#### **Declaration of legal and regulatory compliance**

The items sampled were satisfactory.

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**Evidence****Management**

<b>Strategic and quality management</b>	<b>Met</b>
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.	Not 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.	Not 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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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**

M2 Relevant goals and objectives have been developed for the wider TLG organisation and they make some reference to plans for Birmingham but there is insufficient attention to local time frames, local centre needs and staff capacity see M3.

M3 Recent changes to the structure of the organisation, new to post senior staff, and the relocation of the premises has stretched the staff and systems. Managers have a practical understanding of their roles but there is insufficient staff capacity to ensure effective support and line management of the Birmingham AAM and SSO. Revisions to the reporting and support structure for safeguarding, for example, are currently under review.

M5 There are multiple mechanisms in place to collect data, response rates are high and collated reports are used to improve the services provided.

M6 There are regular formal and informal opportunities for feedback including staff exit questionnaires. There was evidence that action had been taken with, for example, the choice of materials used. Teachers commented positively on the open culture within the organisation and the value placed on their feedback.

<b>Staff management and development</b>	<b>Met</b>
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 ensures that these are up to date.	Not 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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

**Comments**

M9 Job descriptions are in place for all staff. However, the job descriptions for the AAM and the SSO are not up to date and do not reflect the changes in responsibilities resulting from the Birmingham/London restructure. In addition, the DSL and deputy DSL safeguarding responsibilities on their respective job descriptions were insufficiently detailed. This was amended during the inspection so is no longer a point to be addressed.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

M14 Very good levels of customer service are in operation as evidenced by consistently good student feedback observed in formalised feedback forms, notes from student council meetings, and the findings from the inspection student focus group.

<b>Publicity</b>	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main source of publicity is the website, which includes a downloadable brochure, various policy documents and information for reference. The school also has a social media presence.

M21 The information provided is mostly clear; however, the monthly leisure programme is potentially misleading as there is no indication of the cost of the external weekend trips made available through another provider. Guide costs to 'Smart lessons' is specified where relevant.

M22 A number of inaccuracies were identified. Some of these relating to student ages were amended on the website shortly after the inspection but a number are still outstanding in the downloadable brochure, for example, the minimum ages in 'course overview' panels, repetition, and inaccuracy of some headings "Who is the course for" on pages fifteen and sixteen.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

**Comments**

P2 Premises, including toilets, are very well maintained with comprehensive decorating and maintenance checks.  
 P3 All classrooms benefit from natural light, are spacious and have good heating and ventilation systems.

**Learning resources**

P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

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.

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.

P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

**Comments**

All criteria in this section are fully met.

**Teaching and learning****Academic staff profile**

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

**Comments**

The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the school's context.

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

**Academic management**

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

**Comments**

All criteria in this section are fully met.

<b>Course design and implementation</b>	<b>Need for improvement</b>
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 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
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### **Comments**

T11 Parts of the course design are well developed but courses do not include study and learning strategies that support independent and post-course learning.  
T12 The 'Smart lessons' have the potential to provide suitable strategies, but they do not have a linguistic focus. In addition, they are not delivered by teaching staff, as stated in the school's documentation and there is no guidance in the teachers' handbook or elsewhere.

<b>Learner management</b>	<b>Met</b>
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

T17 The needs analysis and tutorial systems ensure that a very high standard of learning support is provided.

#### **Classroom observation record**

Number of teachers seen	4
Number of observations	5
Parts of programme(s) observed	All

#### **Comments**

The assistant academic manager was timetabled to teach in the week of the inspection, so the observations included him and four teachers. The fifth teacher working in the week of the inspection had no classes on the days when the inspectors were on site.

<b>Teaching: classroom observation</b>	<b>Met</b>
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

## Comments

T19 Teachers generally provided accurate models of spoken and written language. The illustration of grammatical structures and of lexis was satisfactory although attention to context and phonological features of vocabulary was not consistent.

T20 Teachers devised plans which served to meet the course objectives. There was good personalisation of content. Timings were realistic.

T21 Plans stated lesson content but this was not always shared as learning outcomes with students. Learning objectives were achieved by means of well-staged activities.

T22 A range of appropriate techniques was observed, including eliciting, and prompting, and the illustration and checking of meaning. Students were given opportunities to develop their exam techniques and use of spoken language.

T23 The management of seating arrangements, pairing, and grouping generally encouraged student interaction. Resources being effectively used included handouts, whiteboards/slides, audio and video materials, and students' phones for activity prompts.

T24 There was some evidence of immediate and delayed correction, and there was some use of gestures and prompts to encourage self-correction.

T25 A variety of practice activities was incorporated. Students were encouraged to evaluate their own learning and teachers were able to assess students' learning.

T26 Teachers created a positive learning atmosphere and a sense of purpose. Students were attentive and fully engaged.

## Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

## Comments

W1 There is a comprehensive plan to respond to emergencies and these are known to staff and students as appropriate. Plans are shared with the host university but are not shared with the accommodation agency.

W2 Students receive a very good level of pastoral care. Feedback indicated and students reported that they felt very well supported by all the staff. There is a detailed log kept of all welfare issues.

W3 Tolerance and respect are embedded in the company values. The policies and procedures are well documented, and information is widely available in handbooks and in clearly presented visual notices posted all around the school. The student code of conduct, found in the student handbook, is discussed and signed by students during inductions.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength



W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W11 Communication between the agency and the school is very good and any issues or problems are identified and resolved very quickly.	
W12 The confirmation of the booking gives very full information, including a pen portrait of the 'family', as well as photographs of the accommodation. There is additional information about the local area.	
<b>Accommodation: homestay only</b>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All the criteria in the above area are fully met.	
<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
All the criteria in the above area are fully met.	
<b>Leisure opportunities</b>	
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Not met
<b>Comments</b>	
W23 Supervision is generally appropriate. However, football is not supervised by a relevantly trained supervisor.	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
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.	Met
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.	Not met
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.	Not met
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

At the time of the inspection, due to concerns about the suitability of the premises, the school was not accepting under 18s. Previously the maximum number of under 18s has been eight. As soon as these issues are resolved, the school will accept under 18s again. Homestay is arranged with the registered accommodation agency.

S2 The safeguarding policy is not shared with the accommodation agency or with the host university.

S5 Risks associated with the premises have been identified but measures to address them are not yet 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	2013 (as TLG), 2008 as other provider
Last full inspection	2019
Subsequent checks/visits (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	TLG Nottingham, TLG London
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	29 July 2008
Ownership	Name of company: Accent Language Ltd Company number: 06658727
Other accreditation/inspection	N/a

#### 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	Estimate at peak
<b>ELT/ESOL students</b> (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	42	60

Full-time ELT (15+ hours per week) aged 16–17 years	0	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>42</b>	<b>60</b>
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	12 weeks	8 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti	Saudi Arabian, Kuwaiti
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	<b>At inspection</b>	<b>Estimate at peak</b>
Total number of teachers on eligible ELT courses	5	5–6
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

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

<b>Profile at inspection</b>	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	1
<b>Total</b>	<b>2</b>
<b>Comments</b>	

The assistant academic manager may teach up to 15 hours per week but this is not routine. In the week of the inspection, he was teaching 6 hours to cover for an absent teacher.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	4
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
<b>Total</b>	<b>5</b>
<b>Comments</b>	

The numbers include the fifth teacher working in the week of the inspection but not teaching on the days that the inspectors were on site. Her class was taught by the AAM.

**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	3	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	39	0
Overall totals adults/under 18s	42	0
Overall total adults + under 18s	42	

**Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in W1, S2 and S5 have been addressed.