

Organisation name	UK Language Courses
Inspection date	23–26 July 2018

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

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

### **Summary statement**

The British Council inspected and accredited UK Language Courses in July 2018. 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 large private language teaching organisation offers courses in general English for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, course design, care of students, accommodation, leisure opportunities, safeguarding under 18s.

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

## Introduction

Accreditation was awarded to MJA Languages Ltd. in 2010. In November 2011 MJA Languages merged with Star Languages, providers of sports and activity programmes for UK children. They rebranded as one company with the name of UK Language Courses (UKLC) and accreditation was passed to the new company.

Courses are run for students between the ages of 8 and 17, and all come as groups through agents in their home country. The agents recruit group leaders to accompany the students and take responsibility for their supervision outside class and scheduled activity times.

At the time of the last inspection and subsequent spot check all courses were fully residential and only took place in the summer. This year two closed groups of up to 40 Italian students were taught in West Cheshire College in January and February and an accommodation agency was used to provide homestay accommodation for them. This summer, the same accommodation agency has provided, on a very limited scale, homestay accommodation to students on the course at Chester University. Another independent agency arranges the homestay accommodation in Reading.

The inspection took two full days and two half days with two inspectors. During this time the inspectors visited the head office at Rossett and two centres, the University of Chester Riverside campus (the wild card), and Kings College, Denmark Hill, London. All teachers timetabled during the inspection were observed.

At the centres, meetings were held with the centre manager, the course directors (academic managers), the excursions' and activities' managers and the safeguarding and welfare coordinators. There were six focus group meetings, two each with students, group leaders and teachers. Residential accommodation was visited and the afternoon activities were sampled.

At the head office discussions were held with the managing director of UKLC, the operations director, the academic director, the sales/marketing manager, the out-of-summer executive, the operations executive and the recruitment co-ordinator.

## Address of main site/head office

Unit 1d, Rossett Business Village, Rossett, Nr. Chester, LL12 0AY

## Description of sites visited

The head office is based in a self-contained office complex on a small business park between Chester and Wrexham.

The Riverside campus of the University of Chester is a large building that previously served as Cheshire's county hall, located in the centre of Chester. UKLC has use of a number of classrooms, offices and lecture theatres and makes use of the dining room within the building. Students are accommodated in a university residence 12 minutes' walk from the campus.

The King's College centre is housed in a modern teaching block on the Denmark Hill campus close to King's College hospital. The offices and classrooms are on one floor of the building. UKLC also uses a lecture theatre for whole-centre events and the dining room for meals. The college residence is a ten-minute walk from the teaching block.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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

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UKLC offers English language courses of varying levels of intensity to age groups 8–11, 11–14 and 14–17. The courses all contain elements of task-based learning, skill and system acquisition and content and language integrated learning. They can be combined with activities such as dance or drama in an English plus programme. Mini-stays and closed group courses take place outside the main summer period.

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### Accommodation profile

The accommodation at both Chester Riverside and London King's is residential. Chester Riverside uses a former hotel, situated a ten-minute walk from the school. All rooms are ensuite; the majority are double for single occupancy, but there are a few twin rooms, which are allocated if parents and agents request them. There is a laundry room and a canteen, where students have breakfast six days a week. On Wednesdays they have a full English breakfast in the university canteen. Keypad entry and CCTV ensure the building is secure.

The London King's accommodation is situated in modern student residential blocks, a fifteen-minute walk from the teaching site. All rooms are single, ensuite and accessed by key pad. There are kitchen/sitting rooms on each floor which students can use to meet in, but cooking facilities have been immobilised. Breakfast is in a canteen, where there are also pool and table tennis tables. Access is by keypad and a security guard patrols the site in the evenings.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management is responsive and effectively targeted. Staff management and development is of a high standard with sound human resources policies and effective quality control mechanisms. Student administration operates effectively. Publicity generally is informative and comprehensive. *Strategic and quality management* and *Staff management* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The head office and centres visited are well maintained and provide a pleasant general environment. The classrooms are appropriately furnished and equipped. Learning resources, in terms of facilities, equipment and materials, are generally of a high standard. Premises, facilities and learning resources all support and enhance the studies of students and provide a professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are mostly qualified, often experienced and are well supported by their academic managers and administrators. The courses are well designed, organised and resourced, and reviewed in the light of feedback. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Both teaching sites visited provide a safe environment for students and staff with robust procedures in place for dealing with emergencies and an imaginative programme of leisure activities. The accommodation provided is of a high standard, there are good relationships with the host institutions used and the management of the accommodation systems works to the benefit of students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is a detailed safeguarding policy with a very good programme of training offered to all staff. This ensures that all staff understand the practical implications of working with young people. Safety and security procedures for monitoring students in classes and on scheduled activities are clear and thorough. Students' free time is negotiated with group leaders with sensible risk assessments put in place. *Safeguarding under 18s* is an area of strength.

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### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has	Strength

realistic plans to achieve them.	
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.	Strength
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.	Strength

#### Comments

M1 The core values of the organisation are clearly stated and are communicated effectively through the publicity, in staff manuals, through staff induction and are displayed on the walls of head office.

M2 A detailed strategy document prepared by the senior management team, the 2020 vision, sets out future plans for the development of the organisation. These are updated annually.

M4 There is excellent informal communication between the staff both in head office and in the centres as they work together in open-plan offices. The head office operations and sales teams meet weekly informally and monthly more formally and there are monthly meetings of the senior management team. In the centres, there are daily meetings of the teaching and activity teams. During the summer period senior managers are constantly moving between head office and the nine centres.

M7 There are comprehensive review systems in place with robust and constant self-evaluation.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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.	Strength

#### Comments

M8 The provider employs an HR consultancy to advise on and assist with its HR policy; this is updated annually.

M9 Job descriptions are generally comprehensive, but the teacher's description states that teachers will be observed by course directors, not all of whom are qualified to do so. This statement was appropriately revised during the inspection.

M10 Procedures are updated annually on advice from the HR consultants; they are sound and effective.

M11 There are well-developed induction procedures for newly-employed administrative teaching and activity staff. Centre inductions are particularly robust; they take place over two days moving from general company-wide information to job-specific training. Evidence of the effectiveness of these inductions was seen in the centre visits.

M13 Targeted training opportunities are provided for head office staff and workshops are held in the centres. The provider is generous in its support of teachers who wish to undertake professional development. It also assists in finding initial teaching placement for newly-qualified teachers through the Erasmus scheme.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of	Met

student enrolment, payment and course details. These records are accessible at all times to authorised staff.	
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

M14 Staff were seen to be quick to respond to students and group leaders. Levels of customer service were consistently good.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of the provider's website and a print brochure. The latter is for agents as all enrolments come through them.

M22 Photographs in the publicity are captioned but in some cases are over-printed with information that is sometimes potentially misleading.

M24 Course information is rather limited on the website and the age ranges are not stated consistently in two of the centre pages.

M26 Information about the level of supervision offered is provided in the agents' log in area, the group leaders' handbook and the staff handbook. There is also a link for parents on the website.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

#### Comments

P2 Classrooms and computer rooms were well dimensioned, light, airy, quiet and flexibly furnished in the centres visited.

P5 Signage in the centres visited was excellent and general information is prominently displayed.

P6 There was generous amount of space for management, teachers and activity leaders in both centres visited.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### **Comments**

P7 The learning resources are designed in-house and are both sufficient and wholly appropriate to the age of the students and the courses offered.

P8 There are print and online resources for the teachers, developed and chosen specifically for the courses offered. They are sufficient in number and well organised.

P12 The course directors, and through them the teachers, report back to head office at the end the summer. Their inputs and those of the roving academic managers become part of an ongoing review and development process. There was evidence that this process had led to improvements in teaching and learning resources over recent years.

#### **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### **Comments**

T1 All but three of the teachers teaching in the nine centres had a Level 6 qualification: rationales were submitted for the three who did not. These were accepted within the context of this inspection; the teachers had followed or were following academic courses at a relatively high level.

T2 Four of the teachers across the centres did not have relevant ELT/TESOL qualifications. Rationales were submitted for them and were accepted within the context of this inspection; the teachers had substantial experience, for the most part with the provider, of the type of teaching offered.

T4 Four members of the 13 strong academic management team did not have TEFLQ qualifications. Rationales were submitted for them and were accepted within the context of this inspection. All were course directors and were being supported in this role by the two roaming academic managers and the academic director.

<b>Academic management</b>	<b>Met</b>
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.	N/a
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'	Met

performance by a TEFLQ academic manager.	
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**Comments**

T10 Teachers in the centres with TEFLI course directors had been formally observed by one of the two roaming academic managers or the academic director.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

**Comments**

T11 The course design is based a number of sound principles that provide a coherent yet varied structure. This is clearly described for teachers who felt well supported by it.

T12 The course design had been developed and added to in recent years and there was evidence that it would continue to be reviewed and updated.

T14 There are clear and purposeful links between the course design and activities outside the classroom.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	N/a

**Comments**

T17 The in-house placement test is effective in that few students need to change class after their initial placement. It is also adaptable to students with special needs.

T20 Students are able to take an established examination in English if they wish, but increasingly few choose to do so.

**Classroom observation record**

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	All

**Comments**

All teachers who were teaching during the visits to the two centres were observed.

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Most teachers showed good awareness of language and presented accurate models. In the better segments phonological elements were also considered and noted as part of the board record.

T24 Teachers were aware of the needs of young learners on holiday courses and lesson plans contained a variety of lively activities to engage young people. All lessons observed contained activities to encourage movement and a variety of pace.

T25 Learning outcomes were written on most whiteboards, and schemes of work were displayed on classroom doors. Lessons were logically planned with a coherent set of appropriately staged activities. The materials used were relevant to the age and type of student in class.

T26 A variety of appropriate techniques was observed, including elicitation, questioning, nomination and preparation for listening and speaking tasks. In the better segments, meaning was checked, but in general, there was little concept checking.

T27 In general, teachers used their classroom resources well, changing the seating arrangements where possible, using the boards for display and teaching, and the floors for some activities. In Chester, due to the layout of the rooms, it was not always possible to see the board from all parts of the room and making the students move in order to copy from the board would have been helpful. A very confident and competent use of audio visual equipment, including students' phones, was noted in the majority of lessons observed.

T28 Praise was used effectively in most classes, but, although there was some monitoring of activity, there was little correction of grammar or phonology in most lessons.

T29 There was good use of short tasks, which led students naturally to practical demonstrations of the language learned. Language taught in previous lessons was sometimes referred to.

T30 There was a positive learning atmosphere in almost all segments observed. There was a good working relationship between teachers and students, even in the classes that were new, and teachers used nomination well. Students were involved and challenged, instructions were generally clear and most teachers were able to respond to students' contributions and use language appropriate to their level.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to unsatisfactory, with the majority being satisfactory or good. Knowledge of English in use was sound in most cases, and most teachers provided effective models. The materials used promoted learning and were appropriately prepared for the groups using them. Teachers demonstrated a range of techniques which supported their students' learning. Classroom resources were used effectively. Feedback on individual linguistic and skills areas was uneven. Teachers were sensitive to individual and whole class needs which created a positive learning environment.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the	Met

provider, in writing.	
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

W1 Safety is the primary concern of the senior management team at head office and the centre managers at each venue. UKLC conducts its own risk assessments of all premises, insists all students wear lanyards and wrist bands at all times, runs fire drills with each new intake at teaching venues and in residences, and uses residences with keypad entry and security personnel or CCTV.

W2 A 'major serious incident' policy has been in place for two years. It is included in documentation for all staff, introduced at staff inductions and mentioned sensitively in welcome talks for students. Management are alert to potential major incidents at a local level and plan events accordingly.

W4 Tolerance and respect for different cultures forms part of the company ethos and is evident in policies and procedures and the day-to-day running of the schools. A recent example of racist behaviour by students was handled sensitively and confidently.

W6 Each group of students and group leaders is met at the airport. Centre staff travel to meet the students and group leaders and use the return journey to welcome students, conduct a short briefing meeting and distribute lanyards, wrist bands and room keys.

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

#### Comments

W9 Students at both sites visited commented very positively on their accommodation. All rooms at both sites are ensuite and have all the stipulated requirements. Both sites have been refurbished recently and offer accommodation of a high standard.

W11 All accommodation at both sites is inspected by the host organisation and UKLC staff before each cohort of students arrives. The host organisations have robust systems for ensuring safety requirements are met, as well as regular programmes of refurbishment.

W13 Students are asked about their accommodation on their first day and any issues are dealt with quickly. All rooms in both residences are very similar, complaints are rare, and the relationships with host organisations is good, meaning that any maintenance issues are dealt with promptly.

W15 All meals are provided; breakfast at the residence, lunch and dinner at the college and packed lunches are provided for full-day excursions. Particular dietary requirements are catered for at no extra cost and a good range of hot and cold food, including salads, is offered.

<i>Accommodation: homestay only</i>	
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
<b>Comments</b>	
None.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
W24 A package of half and full-day excursions is included in the courses. There is also a wide range of imaginative games and activities. These are lively, often involve interacting with the local environment and are well suited to young learners.	
W25 All activities and excursions are very well organised and resourced, with clear and thorough briefing documents and good staff-to-student ratios. Activity packs include information about the local area or site, maps and detailed timetables of local transport if necessary (e.g. in London). Activity and group leaders in both centres visited were extremely positive about the organisation of activities and excursions.	
W26 All activities have clear risk assessments, updated regularly. Feedback is collected after each activity and activities amended as necessary. There is always one person with first aid training on each activity, as well as a first-aid kit.	
W27 Specialist sports staff are used for certain events, such as swimming, and also for other events, for example tours of Roman Chester. Several activity leaders have sports backgrounds and specialist training, some of which has been gained through sponsorship from UKLC (see M9).	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents,	Met

legal guardians or their nominated representatives concerning the welfare of students.

#### Comments

S1 There is a good safeguarding policy in place, based on input from a specialist consultant. This contains good, practical advice and a clear code of conduct.

S2 Safeguarding training is very good. Four members of the senior management staff have specialist level training and all centre managers and course directors are trained to advanced level. All new employees are sent the safeguarding handbook and asked to do basic training prior to arrival. An online survey then checks this understanding. This is followed up with thorough induction procedures where hypothetical situations are discussed and role plays enacted.

S4 Recruitment procedures are thorough and clear, with good pro forma templates for each stage of the process. However, rapid changes of staff at the London site means that not all DBS checks are in place. Risk assessments are done for these staff, and appropriate policies followed.

S5 The register is taken for each hour of lessons and for each activity. All activities have thorough, updated risk assessments.

S6 Students have very little free time, as all activities are included in their programmes. Such free time as they have is carefully negotiated with group leaders to ensure that students report back to central meeting points at designated times. Older students have up to one hour on their own, younger students up to 40 minutes before needing to return to the agreed meeting point. All students must stay in groups of at least three.

S7 In London 18 year-old students sometimes arrive as part of a closed group. They are identified on registers and housed in a separate block of the residential accommodation, with their group leaders. An additional security officer is hired in London, by the host organisation, to patrol the premises at night and to assist with enforcing quiet time in the evenings.

#### 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: multicentre

##### 1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	2006 (as previous name MJA Language)
Last full inspection	2014
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) by this multicentre organisation	Erasmus project supporting new TEFLI teachers in placements in Spanish schools
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2010
Ownership	Name of company: UKLC (UK Language Courses) Company number: 04339294
Other accreditation/inspection	N/a

#### Premises profile

Address of Head Office (HO)	Suite 1d, Rossett Business Village, Rossett, Chester LL12 0AY
Location of centres offering ELT at the time of the inspection but not visited	Bootham School, 51, Bootham, York YO30 7BU St Peter's School, York YO30 6AB Reaseheath College, Nantwich CW5 6DF Queen Anne's School, Reading RG4 6DX Chetham's School of Music, Manchester M3 1SB Chichester University, Chichester PO19 6PE University of Chester (Parkgate) CH1 4BJ
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

#### Student profile at peak at all centres

	Collated totals in peak week: 23/07/2018 - all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	33
17 years and under	1595
<b>Overall total</b> of ELT/ESOL students shown above	1628
Predominant nationalities	Italian, Spanish, Chinese

#### Staff profile at peak at all centres and HO

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	98
Total number activity managers and staff	81
Total number of management (non-academic) and administrative staff	27
Total number of support staff (e.g. houseparents, matrons, catering)	0

#### Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 provider normally only enrolls students under the age of 18. At the time of the inspection there was a closed group of 33 18 year-olds at one of the centres visited. Suitable arrangements had been made to segregate these students from the others at the centre.

#### 2. DATA ON CENTRES VISITED

1. Name of centre	University of Chester (Riverside Campus) CH1 1BW
2. Name of centre	Kings College London SE5 8AN





Staying with own family		N/a				N/a	N/a			
Staying in privately rented rooms/flats		N/a				N/a	N/a			
<b>Overall totals adults/under 18s</b>		33				97	232			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	97	265			