

Organisation name	West London College
Inspection date	5, 7 and 8 March 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited West London College in March 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 for details).</p> <p>The English language teaching department of this college of further education offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of academic staff profile, learner management, and teaching.</p> <p>The inspection report noted a need for improvement in the area of learning resources.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

West London College (WLC) is a group of colleges based in West London. WLC comprises a number of different institutions: Ealing Green, Hammersmith and Fulham, and Southall Community Colleges, as well as the West London Construction Academy. English language teaching provision is managed by the International Language School (ILS), which also deals with other commercial and international contracts, as well as teacher training and an IELTS test centre. English language classes take place at both the Hammersmith and Ealing Green sites.

Since the last inspection, the International Language School has reverted back under the commercial and business operations arm of the college, with the head of ILS reporting to the deputy principal for planning, partnerships and projects.

The inspection was carried out by two inspectors and took place over two and a half days covering both sites. Meetings were held with the chief executive officer (CEO), deputy principal, head of EFL and ILS, director of people, head of human resources, director of quality, director of marketing and student recruitment, interim health and safety manager, head of student recruitment and admissions, interim deputy head, safeguarding & wellbeing manager, resourcing officer and the EFL course coordinator. Focus groups were held with students from both the Hammersmith and Ealing sites, including a closed group based at Ealing. There were also meetings with teachers on both sites. One inspector met the organiser of a closed group of Spanish students. Inspectors observed 13 out of 17 teachers timetabled during the week of the inspection.

Address of main site/head office

Gliddon Road, Baron's Court, London W14 9BL

Description of sites visited/observed

The Hammersmith site is located in a residential area close to a range of public transport options. The Ealing Green site (The Green, Ealing, London W5 5EW) consists of a combination of older and newer buildings backing on to a public park. There are staffrooms, learning centres, canteens and student common rooms at both locations, and the EFL operation makes use of a range of teaching rooms, staffrooms, offices and facilities across each site.

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 checked="" type="checkbox"/>	<input checked="" 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

Part-time general English is the largest offering with students studying for 15 hours per week. Students taking full-time courses have an additional six hours of skills or examination classes. The minimum age is 16 for all open enrolment courses. Closed groups of juniors aged 12 to 17 are also taught throughout the year.

Management profile

The head of EFL and ILS has responsibility for the overall management of the EFL provision at WLC. He is supported by a deputy head, and the EFL course coordinator. While this team manages the academic programme and student services within the department, overall there are a number of managers and directors taking on college-wide responsibilities. They all support the EFL operation as appropriate. The head of EFL and ILS reports to the deputy principal, who in turn reports to the CEO.

Accommodation profile

No accommodation is offered by the provider.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and values. Communication is satisfactory and student feedback is collected, analysed and acted upon. Student administration is carried out effectively, but local and emergency contact details are not collected for all students. Publicity is clear, accurate and gives rise to realistic expectations, although it lacks some detail regarding course descriptions.

Premises and resources

Overall, the provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students, and appropriate guidance on the use of these resources is provided. Some resources are not organised or accessible to all staff where needed, and some classroom technology is unreliable.

There is a need for improvement in *Learning resources*.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The teachers and academic managers have a very suitable range of qualifications and experience to match the profile of the courses on offer. Academic management provides good support for teachers, and courses are designed to meet the needs of students. Students' needs are very well met through very good awareness and management of their needs while studying and beyond. The teaching observed met the requirements of the Scheme. *Academic staff profile, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall, the school meets the needs of the students for security, pastoral care, leisure opportunities and information.

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 outside the scheduled programme.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M6 There was no evidence of feedback obtained from staff or consequent action and follow up.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not 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.	Strength
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

M10 Copies of original certificates are not signed and dated.
M12 Monitoring and appraisal procedures are robust and supportive, highlighting good performance and setting clear targets linked to college systems and CPD opportunities.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Not 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.	Not 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

M15 While there is appropriate course information and advice for closed groups, there is not sufficient information for students joining general English courses.
M17 Records of local contact details and emergency contacts were not recorded on the student database for all student files that were sampled.

Publicity	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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	N/a
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main source of publicity. The college also produces fliers to advertise courses.

M23 Course information does not provide outlines or objectives for specific courses and levels. The number of hours taught for full time courses is not stated. The information regarding course dates is not accurate.
 M24 Publicity does not contain any information regarding costs. This was rectified shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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	
P1 Fire drills are not carried out twice per year. There are insufficient risk assessments to ensure the health and safety of staff, students and visitors on site.	
P4 There is good provision of spaces for students to relax, including cafeterias with an excellent range of reasonably priced food and drink options.	

Learning resources	Need for improvement
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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Not met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Not met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P8 Resources for teachers at Ealing Green are well organised and accessible, and there is a good range of resources available in the library in Hammersmith. However, the majority of teacher resources at Hammersmith are dispersed across different offices and are not catalogued, organised or accessible to all teachers.	
P9 Technology in the classrooms in Hammersmith is poorly maintained and unreliable.	

Teaching and learning

Academic staff profile	Area of strength
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 clearly appropriate to the college'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

	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
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.	Strength
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.	Met

Comments

T6 Continuous enrolment is a feature of general English courses, but there is no information and guidance available for teachers.

T9 A range of observations take place including formal observation, learning walks and peer observations. As a result of this, staff receive high-quality developmental feedback, individually, as a department and from peers.

Course design and implementation

	Met
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.	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.	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.	Strength

Comments

T14 Course plans are shared with students and are live documents which are reviewed in response to learning needs. Students commented that teachers frequently draw their attention to course outlines and learning outcomes.

Learner management

	Area of strength
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.	Strength

Comments

T17 There are thorough systems in place for diagnosing learning needs. Strengths and needs are appropriately shared with students to support their learning. Teachers receive training and are very effective in supporting a diverse range of educational needs to make learning highly accessible to all students.

T18 The college and the EFL department have excellent structures in place to provide students with advice regarding examinations and mainstream UK education. Staff are well trained and experienced to offer students appropriate support.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English and closed groups.

Comments

13 of the 17 teachers timetabled during the week of the inspection were observed (the other teachers had no classes on the days of the inspection). One class was online, while the remaining 12 were face to face.

Teaching: classroom observation	Area of strength
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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers provided relevant, concise, memorable examples and explanations of language and the modelling of pronunciation was detailed, clear and purposeful. Examples were appropriate for students' levels.

T20 The majority of plans included detailed student profiles with an in-depth analysis of students' strengths and needs. Plans included strategies for differentiation to meet learning needs.

T21 The majority of plans included clearly stated learning outcomes, which were made known to students. Lessons were well staged to ensure that outcomes were achieved.

T22 Teachers used a range of techniques very confidently and appropriately to meet the needs of the group and individual learners. There were frequent examples of excellent nomination, elicitation, word building, gesture and mime, choral and individual drilling and other techniques which were effectively used to support learning.

T23 The use of whiteboards was excellent. Boards were used to support and consolidate students' understanding, they were well organised, neat and used colour purposefully. In classes where technology was employed, teachers used applications and software effectively to support learning.

T24 In the majority of cases, feedback was very effective. Teacher, self and peer correction were used appropriately, and praise was used to provide students with guidance for further improvement and to encourage and motivate them.

T25 There were regular references to previous learning, and a logical progression of activities, resulting in students being able to monitor their own progress. Concept checking was rigorous and there was a consistently strong focus on learning strategies.

T26 Teachers were clearly aware of students' needs and interests. In the large majority of cases, careful attention was paid to topics, content and class dynamics. All classes observed provided a warm, safe, secure learning environment with high levels of collaboration between students and teachers.

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.	Met
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.	Not 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 The college emergency plan is insufficient in scope and lacks procedures for locating and communicating with students in the event of an incident off site.

W3 Tolerance, diversity and respect feature prominently in the organisation's mission statement and well-expressed policies and procedures are actively promoted at each campus.

W4 An emergency contact number is not made available to students outside the summer term. This was addressed during the inspection and is no longer a point to be addressed.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

No accommodation is offered.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Met
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.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W22 Risk assessments for leisure activities have been developed, but these are generic and do not take sufficient account of the specific risks associated with each activity or excursion, nor do they include guidance on emergency situations that may arise.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	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.	Not 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

Students aged 16 and 17 are accepted onto adult programmes throughout the year. At the time of the inspection there were six students of this age enrolled on EFL courses at the college. During peak periods this number would rise to approximately 14 students. Throughout the year, closed mini-stay groups of students aged between 11–17 years are accepted for tuition only. At the time of the inspection, a group of 23 students were enrolled on this programme. At peak, this number would not exceed 45 students.

S4 While all safer recruitment documentation for the ELT department is up to date, a small number of staff working at the college do not have up-to-date DBS checks on file.

S5 Insufficient procedures are in place to manage the supervision and safety of students under the age of 18 on the school premises for both year-round programmes (16–17 years) and mini-stay groups of students (11–17 years).

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	February 2003 (Hammersmith & West London College: 1992)
Last full inspection	November 2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	ESOL, award bearing ELT teaching qualifications
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	OFSTED

State sector

Type of institution	Further Education College
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
	At inspection	October
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	22	30
Full-time ELT (15+ hours per week) aged 16–17 years	2	14
Full-time ELT (15+ hours per week) aged under 16	0	34
Part-time ELT aged 18 years and over	94	110
Part-time ELT aged 16–17 years	4	2
Part-time ELT aged under 16 years	23	0
Overall total ELT/ESOL students shown above	145	190
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	20 weeks	20 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Korean, Spanish	Saudi Arabian, Korean, Thai, Italian
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17

Junior programmes: typical length of stay	1 week	1 week
Junior programmes: predominant nationalities	Spanish	Italian, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	14	16
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	11	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

Head of Department (108 hours p/a) – Zero hours during week of inspection; Deputy Head (216 hours p/a) – Six hours during week of inspection; Course Coordinator (414 hours p/a) – 12 hours during week of inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	11
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	1
Total	16

Comments

One teacher has an alternative profile of a PGCE for the post-compulsory sector.

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	0	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	76	29
Staying in privately rented rooms/flats	40	0

Overall totals adults/under 18s	116	29
Overall total adults + under 18s	145	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M17, P1, W1, W22, S4 and S5 have been addressed.
