

Organisation name	Britannia English Academy, Manchester
Inspection date	3–5 October 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed and a spot check should be carried out next summer focusing on accommodation and safeguarding under 18s, as provision is significantly different during summer months. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Britannia English Academy, Manchester in September 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration and academic management.</p> <p>The inspection report noted a need for improvement in the area of course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Britannia English Academy (BEA) was founded in October 2012 by the two owners and directors. The school is based in central Manchester and has occupied its current premises since 2014. The school offers courses for students aged 16 and over throughout the school year, as well as seasonal courses for students aged seven to 15 in July and August.

Since the last inspection, the school has taken over the fourth floor of its building, giving it sole occupancy. Online classes began in 2020 and continue now. Courses for seven to ten year-olds began running in 2022. In addition, there have been some changes in personnel, including the appointment of a new general manager (GM) and academic director (AD).

This hybrid inspection took place in person and remotely over two and a half days, with one inspector visiting the school for one day. Meetings were held with the school manager, director, administrator, academic director and the sales manager. Focus group meetings were held with a group of students and a group of teachers. All the teachers scheduled to teach during the inspection were observed, nine teaching at the school, and two online. One inspector carried out remote visits of two homestays.

Address of main site/head office

12 Charlotte Street, Manchester M1 4FL

Description of sites visited/observed

The school occupies five floors of a building in a central area of Manchester. On the ground floor there is an entrance area with seating, a reception desk and an office for the directors, the administration, sales, and marketing team and a kitchenette. There is also a toilet with disabled access, a storage area, and a room for meetings that is used as a medical room. There are five classrooms on the first floor and four on the second floor, which also houses a study room. The third floor has two classrooms, a social room for the students with two computers, an online room, where online one-to-one classes are taught, a kitchen available to staff and students, and a prayer room. The fourth floor houses the teachers' room and one classroom used for the students aged seven to ten during summer. All floors are accessible by a lift and a staircase. There are male and female toilets on each of the levels above the ground floor.

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 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 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

General English, conversation and examination preparation courses for adults and young people (16+) are offered in flexible patterns throughout the day between morning and evening so that students can put together a timetable that fits their schedules. Business English classes are offered at the same times when there is demand. Classes are also offered on Saturdays to suit students who work during the week. One-to-one and one-to-two classes are also available, as are online classes. Summer vacation courses for juniors aged seven to 15 are offered in July and August.

Management profile

The GM has responsibility for the day-to-day management of the school and manages the other managers in the school, who oversee their departments. The GM reports directly to the two school directors. The GM was promoted to this role in October 2019 after serving as reception and administration manager. The accommodation and welfare officer was recruited one week before the inspection into a role which had previously been carried out by

one of the directors. The AM was promoted to this role in May 2023 after serving as assistant director of studies under the previous director of studies.

Accommodation profile

Adult students are accommodated in homestays located within a 25-minute bus ride from the school. In the summer, this can include students aged 14 and over attending the juniors' programme at the main school. Students aged 7 to 11 are only accommodated with their families. Summer groups of juniors follow their programmes on the University of Manchester campus and are only accommodated in official halls of residence. All students registered for these programmes are in closed groups with accompanying group leaders.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values. In general, publicity is accurate. The structure of the organisation is well established, although the summer operation's structure needs to be documented. Communication is very good and student administration is carried out very efficiently and effectively. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Resources for teachers are sufficient.

Teaching and learning

Overall, the provision meets the section standard and exceeds it in some respects. Members of the academic team have appropriate qualifications and teachers receive very good support and guidance. Course design is clear, but it is not communicated appropriately to students, and there is insufficient focus on learning strategies and independent learning. Procedures for managing and supporting learners are effective. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength. There is a need for improvement in the area of *Course design*.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are well met. Student services, including the provision of suitable accommodation, are of a good standard.

Safeguarding under 18s

The provision meets the section standard. Overall, there is good provision for the safeguarding of students under the age of 18, including in their accommodation, during lessons, activities and on excursions. However, there are some omissions in safer recruitment practice. Communication between the school and guardians or parents works well.

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.	Strength
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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M2 The school has very clear objectives with timelines and measures for success to ensure that the leadership team has a good understanding of the school's strategic direction and how success will be evaluated.
M3 While there is a clearly documented structure for the year-round operation, the structure during summer is not sufficiently documented, and provision of cover is inadequate.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not 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, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 While there are job descriptions for all roles in the school, they are not reviewed or updated regularly, and do not make sufficient reference to responsibilities during the summer programme.
M10 While recruitment policies and procedures are mostly followed, and files are very well organised, copies of staff qualifications on file had not been signed and dated.

Student administration	Area of strength
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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Levels of customer service are consistently high. Staff are trained to meet the school's expectations for courtesy and support, and levels of customer service are excellent. Students commented very favourably about the staff's helpfulness and approachability. In addition, staff speak a good range of languages.
M15 Comprehensive pre-course information is provided to students and excellent advice is provided during the course.
M16 Enrolment procedures are efficient and well managed. The school handles cancellations and changes to courses in a very sensitive and supportive manner.

M21 There is a consistent clear complaints policy written in accessible language and made known to students. The school keeps detailed records of complaints and action taken in response to them.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity consists of a website, brochure and social media presence. The website is the main form of publicity.

M22 The descriptions of the leisure programme in the brochure and on the website detail activities which are not provided.

M28 On the website, teachers are described as highly qualified and expert, when this is not the case for all teachers. This was rectified shortly after the inspection and is no longer a point to be addressed.

M29 Old versions of the Accreditation Scheme marque appear in various places on the website. This was rectified shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P3 There is a student lounge with comfortable seating and facilities, making for a welcoming space that is well used by students.

P6 There is a good-sized teachers' room with space for all teachers to work and relax. In addition, there is a kitchen and other quiet spaces where staff can work or relax.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	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.	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.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 While teacher resources are adequate in number, the teachers' photocopier is frequently out of order.
P11 Students are not given sufficient guidance on how to use or access the resources which are provided for independent learning, such as the study room and online resources.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not 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 One teacher did not have a level of education represented by a Level 6 qualification. A rationale was submitted but was not accepted because it lacked evidence of post-school education.
T4 One of the academic managers does not have a TEFLQ qualification. A rationale was submitted and accepted on the basis of the overall strengths of the academic management team, and the deployment of the academic managers.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T6 Timetables are updated very efficiently on a weekly basis and are designed with sensitivity to student and teacher needs.
T9 Academic management is highly supportive. The management team is available to support teachers throughout the day and checks in on the teaching team systematically. Teachers spoke very positively about the levels of support that they receive.
T10 Observations are carried out according to a clear policy and schedule, ensuring that teachers are effectively monitored, and that the academic manager has a good understanding of the team's strengths and needs.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met

Comments

T13 There are no systems in place to ensure that course outlines and learning outcomes are shared with students.
T15 Teachers and students are not given sufficient information or guidance regarding study skills and learning strategies.
T16 While homework is set by teachers, they are not given sufficient support or ideas about how to connect homework and learning to the students' experiences of living and studying in the UK.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English, conversation and examination preparation courses for adults and young people (16+), face-to-face and online.

Comments

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

Comments

T23 Language was clearly modelled, and examples were relevant and appropriate to the level of the students. In general, explanations were clear and in stronger segments, teachers guided students to develop a deeper understanding of the language.

T24 Most plans included good class and student profiles. Topics and materials were appropriate to the learning needs of students.

T25 In stronger segments, learning outcomes were clearly stated, shared with students, reflected in activities in the classroom and were effectively signposted by teachers. In a minority of cases, they were stated more as activities or teacher aims, and were not shared with students.

T26 A good range of techniques was observed. Teachers demonstrated effective elicitation, questioning and prompting techniques to promote learning and student engagement.

T27 Overall, the resources available to teachers were used well, including white boards which were mostly well organised and presented. Materials were well presented, and audio and IT resources were used effectively to support learning.

T28 There were good examples of monitoring and correction of students, as well as effective use of praise. In a minority of cases, correction was insufficient and there were some missed opportunities for peer or self-correction.

T29 There were good examples of review and checking of previously learnt language, as well as students being asked to use new language learnt to talk about their own lives and experiences.

T30 There was a positive learning atmosphere in all classrooms with friendly teachers and a good rapport. Teachers demonstrated good authority, and lessons were mostly student centred. However, some classes were too teacher led and students had limited opportunities to speak.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. Lessons were well planned with learners' needs and course objectives taken into account. The techniques used were appropriate and the classroom and resources were managed competently. Teachers generally gave thought to the evaluation of learning and feedback to learners and created a positive learning environment.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Some fire doors were propped open during the inspector's visit.

W3 Students receive a high level of pastoral care and feel very well looked after.

W7 A wide range of advice on aspects of life in the UK is sent to students in an attractively presented student handbook before their arrival in the UK.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met

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.	Met
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.	Met

Comments

W11 There is evidence that homestay providers are visited more frequently than every two years and all relevant safety certificates are in place and filed systematically.

Accommodation: homestay only

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

Comments

All criteria are met in this section.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

Both criteria are met in this section.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 Activities are organised based on the ages of students. During the summer, outdoor activities are arranged for the students aged 11 and over and indoor activities for students aged 7 to 10. Details of the activities and timetables were noted during the inspection.

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.	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

S4 One member of the school's support staff had not had a suitability check. In addition, references obtained for homestay providers are not dated.

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	October 2014
Last full inspection	September 2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	17 July 2012
Ownership	Name of company: Britannia Academy Manchester Company number: 08146137
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	13 classrooms at Manchester Metropolitan University (MMU) from 3 July 2023 to 11 August 2023 to accommodate groups.

Student profile

	At inspection	In peak week: July
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	67	133
Full-time ELT (15+ hours per week) aged 16–17 years	3	160
Full-time ELT (15+ hours per week) aged under 16	0	165
Part-time ELT aged 18 years and over	21	20
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	91	479
Junior programmes: advertised minimum age	N/a	7
Junior programmes: advertised maximum age	N/a	15
Junior programmes: predominant nationalities	N/a	Saudi Arabian, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	16–22
Adult programmes: typical length of stay	4–12	1–4
Adult programmes: predominant nationalities	Colombian, Saudi Arabian, Japanese	Saudi Arabian, Italian, Spanish

Staff profile

	At inspection	In peak week
Total number of teachers on eligible ELT courses	11	30
Number teaching ELT 20 hours and over a week	9	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2

Comments

A rationale was submitted and accepted for one academic manager without a TEFLQ qualification.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification	5
TEFLI qualification	5
Holding specialist qualifications only (specify)	1
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	35	3
Private home	N/a	N/a
Home tuition	N/a	N/a
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	28	N/a
Staying in privately rented rooms/flats	25	N/a
Overall totals adults/under 18s	88	3
Overall total adults + under 18s	91	