

Organisation name	International House Belfast
Inspection date	16–18 July 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 International House Belfast in July 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>This private language school offers courses in general and professional English for adults (18+) and young people (16+) and residential vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration, care of students, accommodation and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

International House (IH) Belfast is a member of the International House World Organisation and was opened in 2007. The school offers year-round courses to adults and closed groups. In July every year two residential courses for juniors are run, at Share Discovery Village (Share) and Campbell College. Since the last inspection, the former Director of Studies (DoS) has become Director and a new DoS is in place.

The inspection took place over three days, with two inspectors visiting the main school in Belfast as well as the two residential centres. They talked to the director, the DoS, the operations manager, the reception administration and enrolment officer, the senior teacher at Campbell College and a representative from Share. Focus group meetings were held with students and with teachers at each location, as well as activity leaders (employed by Share) at Share. All teachers timetabled during the inspection were observed. One inspector visited one residence and held video calls with two homestay hosts.

Address of main site/head office

109–111 University Street, Belfast BT7 1HP

Description of sites visited/observed

IH Belfast occupies two adjoining Victorian town houses in the university district of the city, a ten-minute walk from the city centre. There are many restaurants and cafes in the surrounding area. On the ground floor of the school there is a reception with workplaces, an office, a student common room and the staffroom; the director's office is on the first floor. There are ten classrooms in total and a study room on the first floor. On the third floor there is a kitchen and a wellness room. At the rear of the building there is a patio with outdoor seating.

Share Discovery Village (Smith's Strand, Lisnaskea, Co. Fermanagh BT92 0EQ) is an outdoor residential centre located near Enniskillen, a 90-minute drive from Belfast. It offers activity programmes on a residential basis to adult and children's groups, day visits, conferences, team-building groups and caravan and camping holidays. The site includes a lake, forest area, lawns and playing fields. The site is shared by IH students and other local groups but IH has dedicated accommodation, teaching and breakout areas. There are two classrooms, a dining hall, a dedicated breakout area in the main building, as well as an outside area for games.

Campbell College (Belmont Road, Belfast BT4 2N) is a private boys' secondary school located in East Belfast. Founded in 1984, it occupies a 100-acre estate with grounds and playing fields, as well as an indoor swimming pool. The site is shared by other groups but IH have dedicated accommodation, teaching and breakout areas. These include eight ground-floor classrooms in the main teaching block, with an additional teachers' room. The dining hall is shared by other groups and full board is offered.

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

IH Belfast runs year-round general English courses of 18.33 hours per week, intensive English courses (23.33 hours per week) with classes on two afternoons per week, intensive English plus courses (23.33 hours per week) with one-to-one on two afternoons per week and executive immersion courses of 27.5 hours of one-to-one per week. Preparation courses of 23.33 hours per week for externally validated general English examinations and for IELTS are also offered.

Share courses are offered to students aged 12–17 and comprise a full day of activities, such as sailing, windsurfing and rock climbing, led by Share instructors. Activities are accompanied by an IH teacher to help students follow

instructions and encourage language acquisition. At the end of every day students have a 90-minute English lesson which deals with emergent language from the activities of the day or in preparation for the next day's activities.

Campbell courses are offered to students aged 12–17 and combine 13.75 hours of tuition per week with daily activities and excursions led by IH teachers and activity staff.

Management profile

The management team is responsible for strategic decision making and marketing, as well as the day-to-day operations of the school, and comprises the director, the DoS, and the operations manager.

The management of both summer centres is overseen by the school director who is based at head office in the main school in Belfast. Share is co-managed by the permanent Share centre manager. At Campbell College there is an IH senior teacher.

Accommodation profile

All student homestay accommodation is arranged directly by IH Belfast, usually located within 30 minutes of the school either by bus or on foot. Students aged under 18 are required to stay in homestays. The school also has a year-round allocation of seven single ensuite rooms with shared kitchen facilities and two self-contained single studios in a modern city-centre student residence approximately 20 minutes' walk from the school.

Students at the Share adventure summer centre stay on site in bedrooms with bunk beds and an ensuite bathroom for up to four students. Rooms are basic in design and boys and girls are accommodated on separate floors. The school has sole use of the block which has access to the dining hall and common room. Full board is provided.

At Campbell college the school has sole use of an accommodation block. Students stay in single ensuite rooms, with boys and girls on separate floors. They share a common room with TV and table football on the ground floor and kitchen facilities are also available. A member of school staff is also accommodated on each floor. Meals are provided on a full board basis in the large dining hall located in the main school.

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 stated goals, values, and publicity. Student administration is very well managed. *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 and professional environment for work and relaxation. A range of appropriate and regularly updated learning resources is available.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive guidance and support. Courses are structured to benefit students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care and information are well met and the school takes their safety and security seriously. Accommodation is generally of a good standard and systems are very well managed. The leisure programme is varied, well organised and suitable for the differing needs of the students throughout the year but risk assessments for activities are insufficiently detailed. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is a comprehensive and clearly expressed policy which is made known to all stakeholders. Provision for the safeguarding of students under the age of 18 within the organisation and on leisure activities is appropriate. *Safeguarding under 18s* is an area of strength.

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 Procedures for collecting feedback from staff are not formalised and this results in some staff not being given the opportunity to give feedback on the provider's services.	
Staff management and development	Met
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 ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
M8 Human resource policies are robust and have been created with the input of an expert third-party organisation. M9 Although staff duties are specified in job descriptions, safeguarding roles are not mentioned and welfare responsibilities are not sufficiently described. M13 All staff have access to, and participate in, an extensive CPD programme. This includes external training opportunities and courses funded by the provider.	
Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
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	Met

complaint.	
Comments	
M14 Student feedback on the levels of customer service is excellent. The administration team is experienced and very professional. Good cover for administrative roles is available.	
M15 The administrative team has ample and experienced staff available to provide students with timely information and advice on their course choices.	
M16 Enrolment procedures are robust and are carried out swiftly and professionally.	
M18 The attendance policy is very clear and enforced, with absences followed up and written warnings and notifications sent to students.	
M19 The school's exclusion policy is very clear and made available to staff and students in various ways.	

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.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
The website is the main publicity, and this is supplemented by electronic flyers.	
M23 Information on courses is clear, detailed and attractively presented.	

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments	
P1 A premises risk assessment is in place for the main school; however, it is generic and lacks details on the specific risks related to that premises and the profile of students. The provider relies on premises risk assessments from the hosting institution in its two seasonal centres and does not carry out its own assessment, taking into account the areas it uses and the profile of its students.	

Learning resources	Met
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.	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 Students have access to resources for independent learning, relevant to their	Met

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

Comments

P11 Extensive work from the academic management team regularly goes into developing the teaching and learning resources and making them bespoke to the provider's student population.

Teaching and learning

Academic staff profile	Met
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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 appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

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

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

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

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

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

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

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

Comments

T5 Cover for cover is available and good support is offered to teachers coming in at the last minute.

T10 Teachers benefit from a regular, varied and engaging CPD programme.

Course design and implementation	Met
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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.

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.

Comments

T14 Intended learning outcomes are not made available to students.

Learner management	Met
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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.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T16 Progress of students on longer adult courses is not currently evaluated in an objective manner or recorded.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English for adults and young people, exam preparation, one-to-one.

Comments

All teachers scheduled to teach in the week of the inspection were observed.

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

Comments

T19 Teachers produced accurate models, gave clear explanations, relevant examples and demonstrated accurate usage. Language used was appropriate to the student level. Modelling of pronunciation was provided and some examples included word stress. Teachers dealt with student questions about language and exam strategies.

T20 Lesson plans were complete and included student profiles. Lessons included appropriate activities leading to engaging and communicative exchanges. Lesson content was appropriate.

T21 Appropriate learning outcomes were expressed in lesson plans and shared with students in lesson segments observed.

T22 Various teaching techniques were demonstrated, including elicitation, questioning, concept checking, nomination, mime, prompting and finger counting for word order.

T23 Teachers displayed competent use of the board and educational technology. Handouts were well presented.

T24 Students benefited from peer, delayed and on-the-spot correction. Some lessons included planned correction and feedback to students.

T25 Restricted and freer activities were planned to evaluate whether learning was taking place.

T26 Lessons were paced well and included a variety of activities. Students were fully engaged and participated well in lessons. Teachers showed very good rapport with the students and created a positive learning environment.

Welfare and student services

Care of students	Area of strength
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.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W2 Students, homestay hosts and group leaders commented very positively about the level of support that is available to them and the welcoming atmosphere at all three centres. A well-designed and comfortable 'wellness' room is available to students at the main school and all staff take an active role in ensuring students' pastoral needs are met. Helpful support and guidance is available for students wishing to arrange their own accommodation.

W5 Personalised booking confirmations include detailed information about life in the UK and travel options to the school and accommodation. Junior handbooks include suggestions on what to bring and rules for under 18s. A first day school induction and walking tour of the local area highlight local facilities and services.

W6 Several members of staff at each site are first aid trained, including two with additional training in mental health. First aid trained staff are always also on hand at the student residence. Information on health care is widely available and there are arrangements to accompany students to off-site facilities whenever necessary. All homestay confirmations include guidance on medical care for students.

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

Comments

W7 Video calls were held with two homestay hosts. Both hosts had worked with the school for several years, were extremely friendly and provided a comfortable environment for the students. Each home accommodated a maximum of two students in separate rooms throughout the year and had good facilities, including an ensuite bathroom in one home. The year-round residence is modern, spotlessly clean and well designed. The accommodation at Campbell is of a high standard and at Share these facilities are also satisfactory. Feedback from students on the quality of the accommodation provided was very positive at all three centres.

W9 The school has very effective systems in place to ensure all safety and suitability checks are up to date and inspection visit forms are comprehensive in scope. Issues identified from student feedback are dealt with promptly and efficiently as was confirmed by students at the focus group. All homestay records sampled were complete.

W10 Confirmation documents for homestays and the residence are comprehensive and include a pen portrait and photographs of the homestay hosts and the student rooms. Travel times, costs, and directions to the school also feature in all confirmations. Information on accommodation at the summer centres is accurately described with pictorial images.

W12 Rules, terms and conditions, information on medical care, guidance for under 18s, and the school's emergency telephone number are included in all homestay hosts' confirmation documents. Hosts interviewed were

fully aware of their responsibilities.

W13 Guidance on meals is provided in the homestay information pack and hosts spoken to confirmed that they were happy to cater to students' dietary requirements and personal preferences when preparing meals. The quality and quantity of the food at the summer residences was wholly appropriate.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	

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

Leisure opportunities	
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 Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
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	

W19 At the main school, a colourful Belfast "tool kit" available in the students' lounge provides a wealth of information on things to do in and around the city. Staff are on hand to provide help with booking tickets and advice on travel and local areas of interest.

W20 There is an extensive leisure programme for year-round students which is well managed and appropriate to their needs and interests. Separate activities and excursions are arranged at each summer centre and feedback from students and group leaders was extremely positive about the variety and organisation of the activities available to them.

W21 Teachers are involved in leisure activities at all three centres, as well as additional specialist staff at Share. Activities and excursions are well planned and organised with good supervision ratios. Staff are fully briefed and preparation for excursions is included in course plans. Students are regularly asked for ideas on things to include in the social programme.

W22 Generic risk assessments are in place for every activity but these lack detail on risks specific to each group of students and local conditions.

Safeguarding under 18s

Safeguarding under 18s	
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.	Area of strength 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	Strength

implementation.	
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.	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

Year-round courses are offered to students aged 16+ on adult programmes. At the time of the inspection there were five students aged under 18 at the main school. In summer, students can enrol on additional young learners' courses at Campbell College in central Belfast (12–17 years) or Share (12–16 years). At the time of the inspection there were 19 students at each of these centres.

S1 There is a comprehensive policy in place supported by practical documents including codes of conduct and incident reporting procedures.

S2 All stakeholders receive comprehensive guidance or training and are fully aware of their safeguarding responsibilities.

S5 Supervised activities for young learner programmes are well designed and managed, with high supervision ratios. All free time is supervised and group leaders are additional to the provider's staff both on site and during activities. Students were very clear about the school rules.

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

Inspection history	Dates/details
First inspection	2011
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Externally validated initial teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2007
Ownership	Name of company: International House Limited Company number: NI061539
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	109–111 University Street, Belfast BT71HP
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	IH Belfast
2. Name of centre	IH Belfast – Campbell College
3. Name of centre	IH Belfast – Share
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	32	0	0		
17 years and under	5	19	19		
Overall total	37	19	19		
U18 programmes: advertised minimum age(s)	16	12	12		
U18 programmes: advertised maximum age(s)	N/a	17	16		
Predominant nationalities	Austrian, Saudi Arabian, French. Spanish, Italian, Brazilian, South Korean				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	7	5	3		
Total number of activity managers and staff	0	0	0		
Total number of management (non-academic) and administrative staff	4	0	0		
Total number of support staff	0	0	0		

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years' relevant experience	1	1	1		
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	1	0		
Total	2	2	1		

Comments

The director, who is TEFLQ, has oversight of all three centres and is included in the academic management profile for each location. The business and academic manager is present at the main school in Belfast and there is a senior teacher at Campbell College.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres	1	2	3	4	5
TEFLQ qualification/profile	0	0	0		
TEFLI qualification (includes relevant QTS)	5	3	1		
ATEFL portfolio in progress	0	0	0		
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0	1		
Holding specialist qualifications only (for ESP/CLIL)	0	0	0		
Alternative professional profile	0	0	0		
Total	5	3	2		
Comments					

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	3					5				
Private home										
Home tuition										
Residential	6						17	19		
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family							2			
Staying in privately rented rooms/flats	23									
Overall totals	32	0	0			5	19	19		

Centres	1	2	3	4	5
Overall total adults + under 18s	37	19	19		

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 and W22 have been addressed.

Points to be addressed

[This section will be sent to the provider for action planning but removed before the publication of the report]

Points which must be addressed within three months

Premises and resources

P1 The premises risk assessment for the main school is generic and lacks details on the specific risks related to that premises and the profile of students. The provider relies on premises risk assessments from the hosting institution in its two seasonal centres and does not carry out its own assessment, taking into account the areas it uses and the profile of its students.

Welfare and student services

W22 Generic risk assessments are in place for every activity but these lack detail on risks specific to each group of students and local conditions.

Other points to be addressed

Management

M6 Procedures for collecting feedback from staff are not formalised and this results in some staff not being given the opportunity to give feedback on the provider's services.

M9 Safeguarding roles are not mentioned in job descriptions and welfare responsibilities are not sufficiently described.

Teaching and learning

T14 Intended learning outcomes are not made available to students.

T16 Progress of students on longer adult courses is not currently evaluated in an objective manner or recorded.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 4 March 2025. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.