

Organisation name	Linguarama London
Inspection date	26–27 March 2024

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Not met
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend that accreditation be placed under review because the section standard for Management was not met. The period of review to be ended by a spot check within 12 months focusing on management and weaknesses in T9 and T10. The required evidence was subsequently submitted.

Summary statement
The summary statement has been withdrawn and should not be used.

## Introduction

Since the last inspection in 2017, Linguarama London has moved premises and now occupies one floor in a building in the City of London, which they share with other companies within the Marcus Evans (ME) brand. The previous centre manager left in 2020 and was replaced by an internal recruit from the sales team. The previous DoS also left and was not replaced until January 2024. A number of the same teachers remain but are no longer contracted employees.

The inspection was conducted by two inspectors and took a day and a half. Meetings were held with the centre manager (CM), director of studies (DoS), centre administrator (CA), and the sales and marketing manager. Focus group meetings were held with a group of teachers and students. One inspector conducted a virtual visit of one homestay. All teachers teaching at the time of the inspection were observed.

## Address of main site

Saint Magnus House, 3 Lower Thames Street, London EC3R 6HE

## Description of sites visited

Linguarama London (LL) is based on the seventh floor of a high rise building in The City of London. It shares this floor with a number of other companies within the ME group. LL have their own reception as well as exclusive use of four rooms (classrooms). They also have an office for the CM and DoS, next to a teachers' work space which includes teaching materials and two work stations. There is a shared kitchen area, but LL also have their own 'student room' where tea and coffee are provided free of charge. Most of the other ME companies are based in a large open-plan office area, but they also have access to rooms amongst those used for teaching. These are booked for meetings and can also be booked by LL for additional classroom space. Access to the building is via a lift or steps from the ground floor. The ground floor reception is always staffed, and all visitors must register for a pass to access the lifts.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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

LL offer one-to-one or group classes, or a package combining the two. Classes are usually booked for a single week and the package can include lunch with their teacher. One-to-one classes are the most popular and students, in general, are seeking English for Business courses to assist them in their current jobs.

## Management profile

The CM is responsible for the day-to-day running of the school and reports to the UK manager, who is based in Germany. The DoS reports to the CM and in turn manages the teaching team. The CM also line manages the CA as well as a member of the sales team. The UK marketing and sales manager is also based in the same building.

## Accommodation profile

The school suggests a number of hotels to clients, depending on their requirements. This provision is monitored informally. There are also a small number of homestay providers who regularly accommodate students. The one visited virtually had been working exclusively with the school for more than ten years.

## Summary of inspection findings

### Management

The provision does not meet the section standard. Many of the required systems for strategic as well as staff management are not in place. Student administration systems are mostly suitable, and publicity generally gives an accurate description of the school although some information is missing. There is a need for improvement in *Strategic and quality management* and *Staff management*.

### Premises and resources

The provision meets the section standard. The premises provide a suitable location and environment for students although there are some issues arising from the fact that the floor is shared with other ME companies. Entrance security is well managed, but risk assessments for the building were not seen.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The profile and deployment of the academic team is very suitable to the particular needs of their learners. Teachers receive good support from the DoS, but systems for observations and continuing professional development are not effective. Course design is personalised to the needs of individual students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Course design* are areas of strength.

### Welfare and student services

The provision meets the section standard. There is generally a good provision for the pastoral care and safety of students, although the emergency plan is incomplete and is not made known to staff or students. Students benefit from the services provided and suitable accommodation options. However, there was no evidence that homestays are visited every two years for checks on safety and suitability. The leisure programme caters very much for the varied needs and interests of the students. However, there is insufficient attention given to the function and management of all related risk assessments.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## Evidence

### Management

Strategic and quality management	Need for improvement
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Not 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.	Not 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

M2 There are no written plans for the future of the organisation.

M4 Communication channels do not appear effective. There are no records of meetings with action points, and staff commented that the lack of formal communications has resulted in them being unclear about various aspects of their roles.

M5 Although the centre regularly obtains feedback from their students, no evidence was seen that this is collated or that action taken in response is recorded.

M6 The company collects annual staff feedback, but teachers are no longer included in this due to the change in their contractual status. Combined with the lack of formal meetings (M4) this means that the centre does not provide any systematic opportunities for most staff to give feedback.

<b>Staff management and development</b>	<b>Need for improvement</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

#### **Comments**

M8 Some HR policies are available on the staff portal, but a number were not seen including whistleblowing.  
M9 Job descriptions were seen for most roles, but none showed evidence of recent review despite the fact that all key roles had changed substantially in the last few years.  
M10 There are clear written procedures for recruitment, but staff files were missing a number of documents, including signed contracts and evidence of relevant pre-employment checks.  
M12 Although there is an appraisal procedure in place for full-time staff, teachers are not included in this due to their contractual status.

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

#### **Comments**

M14 Students commented very positively regarding the level of customer service they receive. They stressed the approachability and helpfulness of the team in general.  
M15 All students receive personalised welcome packs upon booking. This includes detailed information on the course, accommodation as well as useful information for visitors to London. Following this, a welcome email is sent a week prior to arrival introducing the staff as well as further details about their timetables.  
M17 Emergency contacts were not recorded for two of the five students studying during the week of the inspection.  
M20 Information regarding who to see about problems and how to make a complaint is not made available in writing.

<b>Publicity</b>	<b>Met</b>
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.	Strength
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.	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.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
M22 The website has a translation tool catering to the school's major markets for student recruitment. The translations are checked by Linguarama staff in country.	
M23 Much of the required information for courses was missing from the website. This includes the total number of hours taught as well as an indication of lesson times.	
M26 The description of homestay accommodation gives no information regarding the provision of bedding, towels or laundry and cleaning services.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
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.	Not met
<b>Comments</b>	
P1 Although building security is good with a security guard at the main building reception and passes required to enter the building, no premises risk assessments were seen nor were records of fire drills.	
P2 The premises are in a very good state of repair and both the location as well as the building itself are entirely appropriate for the professional students the school recruits.	
P3 The classrooms are suitable in terms of size and furniture, but all teachers complained about the lack of soundproofing. They consider this a particular issue due to the rooms being used for business meetings by other companies within the ME group.	
P6 There is nowhere for teachers to store their possessions securely.	

<b>Learning resources</b>	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 learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P10 All students receive access to 'Linguarama Connect', an online self-study tool. Teachers use this to set homework, and both teachers and students felt that it was very beneficial to the student journey.	

## Teaching and learning

<b>Academic staff profile</b>	Area of strength
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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 recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

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

<b>Academic management</b>	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.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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.	Not met
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.	Not met

**Comments**

T5 Cover arrangements are very good. As well as the DoS, two other suitably-qualified staff members on the administrative team can be called on to cover at short notice.

T7 The academic induction is very thorough with useful webinars which newly-recruited teachers are required to watch before entering the classroom. The most recently appointed teacher commented favourably on this as well as the face-to-face element of her induction.

T8 The teachers were very complimentary regarding the support they receive from the DoS. His wealth of experience as a teacher trainer as well as a teacher and manager coupled with his supportive manner have been much appreciated by the teaching team.

T9 Most teachers have not been observed for two years, and the most recently-appointed teacher has not been observed by a qualified academic manager since starting eight months ago. Although the DoS has been in post for three months and comes with a wealth of appropriate experience, he has not been permitted to carry out formal observations of the teachers during his probationary period.

T10 LL does provide training webinars for teachers, but completing such training is not a requirement and is not paid. Consequently, teachers are not inclined to use them.

<b>Course design and implementation</b>	Area of strength
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.	Strength
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**

T12 Most of the students book one-to-one courses, and these include a two-hour lunch break with their teacher. This allows the students an excellent opportunity to develop their language skills outside the classroom.

T14 All students receive a personalised needs analysis complete with learning objectives before their courses start. These are working documents and are often amended to suit the changing or emerging needs of the students.

<b>Learner management</b>	Met
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.	N/a

#### Comments

T17 Individual learning needs are identified before arrival and on a daily basis through the needs analysis and subsequent ongoing discussion and negotiation with the students.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All classes were one-to-one

#### Comments

All face to face (online provision is not currently accredited).

<b>Teaching: classroom observation</b>	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.	Strength
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 produced mostly accurate models of language although in some cases the context was not particularly natural. Explanations were clear and useful, and language in the main was well pitched.  
T20 Due to the nature of the lessons (one-to-one), the content of the lessons was clearly designed to meet the individual needs of the students. In most cases this was achieved but in some, the content appeared to be not very challenging.  
T21 Outcomes were in some cases well expressed, whereas in others there was a focus on teaching aims rather than learning outcomes. These were shared both verbally and visually with students. In most cases, the staging of the lessons was logical and appropriate to the declared outcomes.  
T22 A range of teaching techniques was seen. Elicitation was used confidently by all, and in some cases new language was drilled effectively at the sentence level. Concept checking was also used well in most of the segments seen.  
T23 The classroom environment and resources were managed well. In most cases, the students were very well exploited as a resource themselves. The printed resources used were mostly appropriate.  
T24 Feedback was very well handled. Error correction, both on the spot and delayed, was seen either in person or in the lesson plan. Feedback on successful use of language was also a feature in a number of cases.

T25 All lesson plans included a feedback and evaluation stage at the end of the lesson and a number of examples were seen of teachers encouraging the students to reflect on what they had learned in the previous lesson.  
 T26 All teachers created a very positive and inclusive learning atmosphere and, in all cases, students were highly engaged with their learning. In the focus groups, students expressed high levels of satisfaction with their classroom experience.

## Welfare and student services

<b>Care of students</b>	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W1 There is an emergency plan, but this is not known to staff or students. In addition, it does not meet all the criterion's requirements.	
W2 There is a large number of available staff who can provide ongoing, high-quality pastoral support for students.	
<b>Accommodation (W7–W18 as applicable)</b>	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W9 The homestay provider reported that she had not been visited in the last two years.	
<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
<b>Comments</b>	
All criteria in this subsection are fully met.	



<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
<b>Comments</b>	
W18 The provider monitors student feedback on accommodation recommended using informal checks.	

<b>Leisure opportunities</b>	
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength

<b>Comments</b>	
W20 The leisure programme is fully tailor-made to meet the needs and interests of LL's students.	
W22 Staff involved in supervising off-site activities had not had their attention drawn to any of the related risk assessments drawn up by LL.	
W23 Trainers and staff involved in delivering the leisure programme have considerable expertise and experience.	

<b>Declaration of legal and regulatory compliance</b>	
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .	
<p>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.</p> <p>On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.</p> <p>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.</p> <p>Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.</p> <p>Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.</p>	

<b>Comments</b>	
D1 Sampling identified the following issues: The CLA licence was not seen, and no guidelines were made available to teachers regarding limits to photocopying. The government health and safety at work poster was not displayed.	

<b>Organisation profile</b>	
Inspection history	Dates/details
First inspection	2005
Last full inspection	2018
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Virtual online training in all languages and intercultural awareness training.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Linguarama schools outside the UK.

## Private sector

Date of foundation	1971
Ownership	Name of company: Linguarama International Group Company number: 03112025
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
<b>ELT/ESOL students (eligible courses)</b>	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	4	10
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>4</b>	<b>10</b>
Adult programmes: advertised minimum age	21	21
Adult programmes: typical age range	30–65	30–65
Adult programmes: typical length of stay	1 week	1–3 weeks
Adult programmes: predominant nationalities	Italian, French, German, Spanish & Danish	Italian, French, German, Spanish & Danish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
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	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
<b>Total</b>	<b>1</b>

### Comments

The DoS would usually teach 6–9 hours per week.

### Teacher qualifications profile

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

TEFLI qualification	6
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	7

#### 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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	4	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	4	

#### Items requiring early action

Evidence must be submitted within three months to demonstrate that P1, W1, W9 and W22 are met. The required evidence was subsequently submitted.