

Organisation name	UK Language Courses
Inspection date	7–9 August 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 S4 will be addressed before the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited UK Language Courses in August 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 large private language teaching organisation offers vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, course design, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Accreditation was awarded to MJA Language Ltd. in 2006. In November 2011 MJA Language merged with Star Language, providers of sports and activity programmes for UK children. They rebranded as one company with the name of UK Language Courses (UKLC) and accreditation was passed to the new company.

Courses are run for students between the ages of 8 and 17 who come as groups through agents in their home country. The agents recruit group leaders to accompany the students and take responsibility for their supervision outside class and scheduled activity times. At some centres, individual students are also accepted and in 2023 UKLC launched a new premium programme called UKLCX at one centre where individual students without a group leader and small groups are accepted. All centres are fully residential except the one at Chester University where homestay is offered by an accommodation agency.

The inspection took place over two days, a half and a part day. The inspectors spent a full day at Queen Mary's University centre (QMU) London, a full day at University Campus of Football Business (UCFB) centre in Wembley and a half and part day inspecting head office remotely. At both centres meetings were held with the centre managers, safeguarding and welfare co-ordinators and academic course directors. A meeting with the host centre liaison contact took place at QMU; at UCFB the liaison contact was not available on the day of the inspection. Separate meetings were also held on each site with groups of students, teachers, activity leaders and group leaders. Inspectors were given a full tour of both sites, and one inspector visited the accommodation at both centres. All teachers teaching at the time of the inspection were observed. At head office virtual meetings were held with the managing director, the head of operations, the academic director, a summer academic manager, the sales and marketing manager, the recruitment manager and the operations manager.

Address of main site/head office

Suite 1d Rossett Business Village, Rossett, nr Chester, LL12 0AY

Description of sites visited/observed

The Queen Mary University of London centre (Mile End Road, Bethnal Green, London E1 4NS) is based at the Mile End campus of QMU in zone 2. This is an urban university campus in the east end of London. Office and classroom space used by UKLC are at various locations on the campus. There are many outdoor relaxation areas as well as a canteen, several cafes, a gymnasium, lecture theatres and social areas. Accommodation is located on the campus.

UCFB Wembley (First Way, Wembley HA9 0JD) is located next to Wembley Stadium in zone 4 and is a compact urban university building. UKLC uses office and classroom space, a canteen, recreational social areas and lecture theatres. Residential accommodation is located nearby in Arch View House.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

UKLC offers English language courses of varying levels of intensity to age groups 8–11, 11–14 and 14–17. In some centres students aged 18+ are accepted on closed group programmes where there is a specific agreement with the agent and appropriate separation from younger students is possible. UKLC courses all contain elements of task-based learning, skill and system acquisition and content and language integrated learning. They can be combined with activities such as dance or drama in an English plus programme. Mini-stays and closed group courses take place outside the main summer period.

Management profile

The company is owned by the managing director. All centre staff report to a centre manager who in turn reports to a summer senior leadership team operating out of head office. All roles ultimately report to the managing director.

Accommodation profile

Accommodation for students, group leaders and some staff in the centres visited was in university residences. These were either recently refurbished or built and all the rooms were ensuite. There were between five and seven rooms in 'flats' with a common room and kitchen area. Electrical appliances in the kitchens had been disabled.

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 organisation's stated goals, values and publicity. The structure of the organisation is well established, communication is good and student administration is carried out effectively. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises at both centres provide students and staff with a very comfortable environment for work and relaxation. A wide range of learning resources is available, appropriate to the age of the students and the requirements of the course. Good guidance is provided to staff and students in the use of these resources. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has an appropriate profile, and academic management offers good support to teaching and learning. Courses are well designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Great care is taken by a range of staff working collaboratively with each other and with group leaders to meet the needs of students for security, pastoral care, and local information. Residential accommodation is of a high standard, and the management of the accommodation systems works to the benefit of students. Wide-ranging and well-organised leisure and sporting activities both in and outside the centres are available to students. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are appropriate policies and provision for the safeguarding of students within the organisation and in the leisure activities and accommodation provided. UKLC attaches importance to the training of all staff and there are good systems in place for supervision. Recruitment policies are generally sound, but references had not always been obtained in sufficient number.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

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

Comments

M1 The 2026 Vision Development Process saw the whole company coming together to work on the future direction and goals and values of the organisation. These are very clearly articulated at all levels, evident in literature and on the website and made known to seasonal staff.

M2 Realistic and carefully considered objectives are in place, agreed by key staff with clearly set out milestones to assess whether objectives have been achieved.

M3 The structure of the operation at head office and at centre level is well documented and clearly communicated. There are very clear lines of management and communication.

M7 There is clear evidence of planning for continuing improvement. The provider has excellent review systems in place which take into account a range of sources of references, including previous inspection reports and staff and student feedback.

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 regularly reviews these.	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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 A well-documented suite of recently updated HR policies is in place, created with external expertise and advice. Policies are available to staff in the staff handbooks and made known to them at induction.

M10 Good recruitment and selection policies are in place and staff files are clear, well organised and easily accessible. However, there were not two references on file for all staff and copies of qualifications were missing from some files.

M11 Good, clear induction procedures are in place with presentations, mini inductions and handbooks detailing all of the necessary information if staff are unable to attend the in-person induction. Staff interviewed spoke highly of the usefulness of the induction.

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

Comments

M14 Group leaders spoken to were very positive about the service they and their students received from everyone in the organisation. It is evident from the amount of 'repeat business' that students, educational tour operators and

agents are well looked after, and a high level of customer service is provided.
M15 Students are well informed about their course before arrival via close links with agents and the downloadable brochures on the website. Packages can be adapted, or tailor made at the request of agents and to meet the particular needs and interests of the different groups.

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.	N/a
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the website and a series of downloadable brochures.
M22 Publicity is mostly accurate and gives rise to realistic expectations. However, UCFB Wembley was described as being 'an amazing city centre location' in some of the publicity. This was rectified on the website during the inspection and is no longer a point to be addressed.
M25 No information on costs is publicised on the website. UKLC sends costs directly to agents and no direct sales take place.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Met

Comments

P1 Premises are in very good condition, clean and well maintained and providing a very comfortable space for students and staff.
P2 Classrooms are spacious, quiet with good natural light and ventilation, providing students with a very comfortable learning environment.
P3 The premises are welcoming and comfortable and provide students with ample space for relaxation, both inside and outside.

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

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P7 Learning resources for students, mostly electronic, are plentiful and well designed. The student journal provides a great deal of additional useful information.	
P8 Learning resources for teachers are very good, very well organised and all easily accessible on a shared drive.	
P12 Feedback mechanisms ensure that all stakeholders have the opportunity to comment on teaching and learning materials, suggest changes, improvements and developments for future delivery. Formal review takes place annually after the summer season has ended.	

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.	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 Rationales were presented for four teachers without a Level 6 qualification. The rationales were accepted in the context of this inspection as all four teachers had other, relevant qualifications and were engaged in post-school learning.	
T2 Rationales were presented for two teachers without ELT/TESOL qualifications which meet Scheme requirements. The rationales were accepted in the context of this inspection as both teachers had sufficient knowledge, experience, and received good support.	
T4 One of the two academic managers did not have a TEFLQ qualification. A rationale was submitted and accepted on the basis that they were appropriately deployed, and significant support was provided by TEFLQ colleagues.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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.	Not met
Comments	
T9 Very good support is given by the course directors at both centres to ensure help and day-to-day guidance for teachers is always available. Teachers at both centres spoke very highly of the support they received.	
T10 Detailed and developmental records of observations were seen at both centres and teachers said how useful the observations had been. However, observations at one centre had been carried out by the non-TEFLQ course director. (See T4)	

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 A very clear course design provides excellent support for all teachers, particularly those who are newer and less experienced. The principles which inform the course design are clearly stated in the teacher handbooks and explained to teachers at induction.

T12 Course review is ongoing and taken very seriously; teachers understood that their views would help to inform any future changes. The review cycle aims to ensure the course remains up to date and relevant for each new intake of students.

T14 A focus on 'real' English is embedded in the course design and made explicit to students. In class, students practise language needed for specific tasks outside the classroom, undertake the tasks and follow-up work forms part of the next class.

T15 Strategies to help students develop as independent learners and take control of their learning are threaded throughout the course, further enhanced by specific lessons which focus on learner independence. The student journal also provides students with useful tips and strategies to continue to develop as self-directed learners after their time in the UK.

T16 There is a very clear link between the social activities and the language classes, with a focus on the language needed to get the most out of the trips and excursions and of being in London.

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.	N/a

Comments

All applicable criteria in this section are fully met.

Classroom observation record

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

Comments

One teacher taught on both sites and was only observed once.

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	Met

environment and resources.	
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 Some but not all teachers provided accurate models of spoken and written language. In some segments observed inaccurate models were presented to students. Some teachers managed students' questions about new vocabulary and grammar more efficiently than others.

T24 In better segments observed, more confident teachers developed and personalised topics to take into account students' needs, interests and their cultural backgrounds. Generally, however teachers followed plans methodically not always taking students' individual needs, interests, strengths and weaknesses into consideration.

T25 Lesson plans stated learning outcomes. There was evidence in some lessons that the lesson outcomes had been made known to students at the start of the lesson. Learning objectives were generally achieved by means of a series of linked activities.

T26 Some teachers deployed a range of interesting and motivating techniques which engaged students. However, in some cases teachers did not employ a range of teaching techniques and lacked knowledge or confidence to deal with student lack of engagement or other classroom challenges.

T27 Generally the management of seating arrangements and student movement in the classroom encouraged interaction where possible. Teachers mostly used classroom resources very well. In the best segments seen board work was well presented coherent and useful.

T28 At times exercises and activities were corrected, but in some segments, opportunities were missed to pick up on students' spoken errors and to provide follow-up practice. Teachers gave frequent encouragement and praise but at times students could be challenged further.

T29 Lessons included activities to assess whether learning had taken place but sometimes opportunities to test out use of new language were not included. In the best segments, students were reminded of what they had learned previously and encouraged to reflect and build upon that previous learning.

T30 Overall, teachers created a positive learning atmosphere and a sense of purpose, encouraging and motivating students. In some segments, there was a lack of energy and pace, and too much teacher talking time resulted in less meaningful interaction. In the better classes students were attentive, engaged and learning and clearly enjoying the classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Generally, teachers provided appropriate models of language and lessons had been planned with learners' needs and course objectives in mind. The techniques used were for the most part appropriate to the age range, and classroom resources were managed competently. In stronger lessons students were actively involved in worthwhile tasks, but in a minority of segments there was less opportunity for student participation, with a consequent lack of engagement. Some teachers managed to create an atmosphere and pace conducive to learning.

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.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the 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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met

W8 Students have access to adequate health care provision.	Met
Comments	
W1 UKLC shows particular concern for the safety of its students and staff. It conducts its own risk assessments of all premises, insists all students wear lanyards and wristbands at all times, runs fire drills with each new intake at teaching venues and in residences, and uses residences with keypad entry and security personnel or CCTV.	
W4 Tolerance and respect for different cultures forms part of the company ethos and is evident in policies and procedures and the day-to-day running of the centres.	
W6 Each group of students and group leaders is met at the airport, as are individual students. Centre staff travel to meet the students and group leaders and use the return journey to welcome students, conduct a short briefing meeting and distribute lanyards, wristbands and room keys.	

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

Comments	
W9 All rooms at both sites are ensuite and meet all the stipulated requirements. One site had been refurbished recently and the second was a new build; both offered accommodation of a high standard and students at both sites visited commented very positively on their accommodation.	
W11 All accommodation at both sites is inspected by the host organisation and UKLC staff before each cohort of students arrives. The host organisations have robust systems for ensuring safety requirements are met, as well as regular programmes of refurbishment.	
W13 Students are asked about their accommodation on their first day and any issues are dealt with quickly. All rooms in both residences are very similar, complaints are rare, and the relationships with host organisations is good, meaning that any maintenance issues are dealt with promptly.	
W15 All meals are provided on-site with packed lunches for full-day excursions. Particular dietary requirements are catered for and a good range of hot and cold food, including salads, is offered. Students were wholly satisfied with these catering arrangements.	

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments	
None.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
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None.

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

Comments

W24 A package of half and full-day excursions is included in the courses. There is also a wide range of imaginative games and activities in the evenings. There are arrangements to provide information to excursion participants before the event and there was evidence that trips are followed up subsequently in class.

W25 The activities and excursions are very well organised and resourced; supplementary funds are available if needed. Activity leaders and accompanying group leaders are briefed and good staff-to-student ratios are maintained. Activity packs include information about the local area or site, maps and detailed timetables of local transport if necessary. Activity and group leaders and students in both centres visited were extremely positive about the organisation of activities and excursions.

W26 All activities have clear risk assessments, updated regularly. Feedback is collected after each activity and activities amended as necessary. There is always one person with first aid training on each activity, as well as a first-aid kit and UKLC staff wear high visibility jackets.

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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Strength
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

The stated age range at both centres is 11–17; however students aged 18+ are accepted on closed group programmes under specific agent agreements. At the time of the inspection there were 19 students aged 18+ at QMU and 35 at UCFB.

S1 There is a sound safeguarding policy in place contained within the *Operations and Safeguarding Handbook* (OSH). This contains good, practical advice and a clear code of conduct. Centre managers and course directors are the named members of staff in each of the centres.

S2 Safeguarding training is very good. Five members of the senior management staff in head office have specialist level training and between two and four members of each centre management team are trained to advanced level. All new employees are sent the OSH and asked to do basic training prior to arrival. An online survey then checks this understanding. This is followed up with thorough induction procedures.

S4 Recruitment procedures are sound, with good templates for each stage of the process. References ask whether there is any reason why applicants should not work with under 18s. However, there were not always two references

for each member of staff.

S6 Activities are included in students' programmes and they consequently have little free time. The free time that they do have is agreed with group leaders to ensure that students report back to central meeting points at designated times. All students must stay in groups of at least three and the amount of free time they are allowed is calibrated according to their age.

S7 In one of the London centres, 18 and 19 year-old students sometimes arrive as part of a closed group at the request of the sending agency as they are classmates of 17 year-old students. They are identified on registers and housed in a separate block of the residential accommodation, with their group leaders, or sometimes in 'flats' with under 16 and 17 year-olds; in this case a group leader is also housed in the flat.

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	2006
Last full inspection	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) by this multicentre organisation	Rest & re-energise boarding school camps, Erasmus plus programmes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2011
Ownership	Name of company: UK Language Courses Ltd Company number: 4339294
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Unit 1d Rossett Business Village, Rossett, Wrexham LL12 0AY
Name and location of centres offering ELT at the time of the inspection but not visited	1) Clifton College, 32 College Road, Clifton, Bristol BS8 3JH 2) University of Chester, Parkgate Road, Chester CH1 4BJ 3) King's College London, Strand, London WC2R 2LS
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	1) Badminton School, Westbury Road, Bristol BS9 3BA 2) University of Chichester, College Lane, Chichester PO19 6PE 3) Dean Close, Shelburne Road, Cheltenham GL51 6HE 4) Newbattle Abbey, Newbattle Road, Newbattle, Dalkeith EH22 3LL (not for summer 2023) 5) Reaseheath College, Reaseheath, Rease Heath, Nantwich CW5 6DF 6) Bootham School, 49–57 Bootham, York YO30 7BU 7) St Peter's School, Clifton, York YO30 6AB

DATA ON CENTRES VISITED

1. Name of centre	Queen Mary's University, London
2. Name of centre	UCFB Wembley
3. Name of centre	
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	19	35			
17 years and under	172	191			
Overall total	191	226			
U18 programmes: advertised minimum age(s)	11 years	11 years			
U18 programmes: advertised maximum age(s)	17 years	17 years			
Predominant nationalities	Italian, Turkish, Spanish, 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	10	9			
Total number of activity managers and staff	6	5			
Total number of management (non-academic) and administrative staff	2	2			
Total number of support staff	0	0			

Academic manager qualifications profile at centres visited	
Profile in week of inspection: at centres visited	Total number of academic managers

Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1			
Total	1	1			

Comments

An Academic Director is based remotely and a 'roaming' academic manager was also available at the time of the inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	6	7			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	1			
Teachers without appropriate ELT/TESOL qualifications.	2	0			
Total	9	8			

Comments

None.

Accommodation profile

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

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay										
Private home										
Home tuition										
Residential	19	35				172	191			
Hotel/guesthouse										
Independent self-catering e.g. flats, bedsits, student houses										
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family										
Staying in privately rented rooms/flats										
	Adults					Under 18s				
Overall totals	19	35				172	191			

Centres	1	2	3	4	5
Overall total adults + under 18s	191	226			

Post MA