BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: LanguageUK Ltd

ADDRESS: 9 St George's Place
Canterbury
CT1 1UT

HEAD OF PROVIDER: Mr Kerem Sahin

DATE OF INSPECTION: 24–25 September 2020

ACCREDITATION STATUS AT INSPECTION:

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 26 November 2020

PART A – INTRODUCTION

1. Background to the provider

LanguageUK Ltd (the Provider) is a privately owned language school offering English language courses for adults, young people and families. The Provider also offers one-to-one tuition, and courses in Business English. It is based near the centre of Canterbury in Kent and was established in March 2007.

LanguageUK aims to provide individual attention to smaller groups as part of its range of English courses for all age groups, in a supportive atmosphere. The student experience whilst in the United Kingdom (UK) is considered to be of equal importance to the learning experience taking place in a positive environment.

The Provider is a private limited company with two shareholders. The Director is the majority shareholder and is supported by the Principal, Vice-Principal and a small management team. The Principal reports to the Director.

The classes were initially run in Broadstairs and Faversham, Kent until November 2019. The headquarters and main operational centre were then moved to Canterbury, where there are extensive facilities, as well as residential accommodation for participants over the age of 18.

The Provider has recently introduced online courses in General English and preparation for the International English Language Testing Service (IELTS) test.

2. Brief description of the current provision

LanguageUK offers online and face-to-face General English and examination preparation courses on a continuous enrolment basis. Preparation for IELTS and private tuition programmes are also offered.

The courses usually start on a Monday. Depending on demand, the start date for individual adults and for the groups, the members of which travel to the school to study an agreed course together, may vary. Courses for young people are offered during the school holidays and online.

With ten classrooms and one conference hall which has capacity for 100 participants, LanguageUK can accommodate 200 participants at any one time.

At the time of the inspection, seven participants were enrolled. The vast majority were female and one participant was under the age of 18. The participants' countries of origin include Russia, Japan, France, Germany and Turkey. Three participants are studying on face to face courses and four participants are studying online. Three General English courses were running during the inspection, one for adults on site, one for juniors online, and one online IELTS preparation course.

There are no formal entry requirements but all potential participants undertake an English language assessment to enable them to be placed in a class at a suitable level.

In 2019, the total number of participants was 1,394, just over half were female and two-thirds were under the age of 18. The majority of participants were from Spain, Italy, Russia and Germany, together with individual participants from a range of other countries.

3. Inspection process

The inspection was carried out remotely by one inspector over two days. Interviews were conducted with the Principal, Vice-Principal, Head of English, Administration and Welfare Officer, Accommodation Officer, Sales and Marketing Director, Marketing Support and Booking Officer, Sales and Marketing Executive, and the Activities Co-ordinator for junior groups, teachers and participants. Documentation and electronic systems were scrutinised. There was a virtual tour of the premises and of the residential accommodation. Observations of teaching and learning, both face to face and online, were carried out through live video links and by observing previously recorded sessions. The Provider was very helpful and co-operated fully with the inspection process.

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes	☐ No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	☒ Yes	☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes	☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The management structure is clear, well-documented and fully understood. The majority shareholder is the Director, who holds quarterly meetings with the Principal regarding financial and strategic issues This ensures the secure oversight and financial standing of the Provider. The Director is not involved in the day-to-day management of the Provider.

The Principal is effectively supported by the Vice-Principal, the Head of English and a small team of managers who are well-qualified and experienced and carry out their responsibilities well.

Channels of communication between senior management and staff are excellent. Meetings between senior management and staff take place up to three times a week. Consequently, there is a good flow of information and staff commented on how effective this is in responding to changes in the business environment.

The Provider's mission and goals are clear, well-communicated in publicity materials and the website, and effectively implemented and reviewed.

The risk management strategy is appropriate for the current business changes and includes financial planning.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	☒ Yes	☐ No

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

This standard is judged to be:　　　　　　　　☒ Met　☐ Partially Met　☐ Not Met

Comments

Administration is carried out by an experienced team. The members of the team understand their particular areas of responsibility. They carry out their duties effectively and with enthusiasm.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider.

Administrative support includes sales and marketing, bookings and enrolments, finance, attendance monitoring and welfare and accommodation.

Administrative procedures and a range of policies, including participant recruitment and enrolment procedures, safeguarding and risk assessment, are communicated well, and staff understand what they need to do.

The majority of data collection and collation systems are paper based. This currently allows for effective administration, mainly due to the experience, detailed recording, and knowledge of the team. However, due to the paper-based nature of data recording, it is not easily accessible on a centralised basis, which would allow for more efficient data manipulation and analysis and assist with improvement planning.

Participants' and teachers' individual personal records are computer based, detailed and regularly updated.

The Provider ensures GDPR compliance. Data is secured in password-protected files and hard copies of documents are locked away and maintained securely.

3.　　The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☐ Yes ☒ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

This standard is judged to be:　　　　　　　　☐ Met　☒ Partially Met　☐ Not Met

Comments

Suitable recruitment policies and procedures are in place, including signed service level agreements for self-employed staff. Experience, references, qualifications, Curricula Vitae (CVs), and enhanced Disclosure and Barring Service (DBS) checks are checked and recorded in individual staff records and included on the Single Central Record (SCR).

3.2 However, the SCR is incomplete as information on references is not recorded to facilitate effective monitoring.

Teachers working remotely have an online interview to assess their suitability before being selected.

Performance review systems include regular observations of teachers to ensure high-quality delivery and appraisals of all staff.

Continuing Professional Development (CPD) is provided for administrative and managerial staff, including training and support for Information and Communication Technology (ICT). As a result, staff confidence and efficiency in remote working have grown considerably.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Publicity materials are clear and well-presented and provide an accurate picture of the Provider and the courses offered. Course information is clear, accurate and up to date.

LanguageUK's website is easy to navigate and gives clear information regarding resources, activities and accommodation, along with short biographies of staff and key policies.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA
5.7	The provider has effective systems to identify participants who have special educational needs and disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Initial assessment and interview processes assess the needs and aspirations of the participants effectively to ensure courses meet their needs. After arrival, participants may move to another course if that proves to be appropriate and the other course is more suitable.

Participants complete an English language test to determine their level of fluency and to identify their needs before being placed in an appropriate class. Clear information is provided in course descriptions.

Participants complete the application process and are placed in a class at a suitable level.

Sufficient information is provided to enable participants to make an informed judgement regarding which course will meet their needs. Potential participants are able to ask questions and discuss concerns fully by telephone and e-mail before enrolment.

The speed of response to potential participants is good. It is generally immediate or at least within 12 hours.

Overseas recruitment agents are carefully selected and most have worked with the Provider for many years. Agents are well-briefed, with comprehensive information available to them on LanguageUK's website.

Participants are asked to disclose any special educational needs and/or disabilities on the booking form. Additional support needs are then considered by the Provider. Two members of staff have expertise in this area and a decision is made as to how appropriate support can be provided.

6.	There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☐ Yes ☒ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

The attendance and punctuality policies are clear and communicated clearly to participants and stakeholders.

6.2 Attendance is recorded in each session. Records are paper based and systematically reviewed by the Head of English. The records are not collated centrally in an accessible database so that attendance data can be analysed to facilitate quality assurance processes and enable evaluation to inform improvement.

Participant absences are followed up promptly. Junior participant absences are followed up by their group leader immediately. Absent adult participants are contacted on the same day.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No

7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☐ Yes ☒ No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	☐ Yes ☒ No

This standard is judged to be: ☐ Met   ☒ Partially Met   ☐ Not Met

Comments

There are effective systems for monitoring individual aspects of the Provider's performance. There are regular lesson observations and appraisals and the quality of teaching and learning, and participant satisfaction are effectively monitored and assured.

Data is collected and collated and is used effectively. However, the systems are manual, which limits the ability to produce useful management reports.

Quality assurance systems include the collection of participant feedback. Any concerns and issues are addressed promptly. Staff views are canvassed in regular meetings. There is a good informal system for dealing with issues promptly, in line with the Provider's ethos of ensuring a good experience for the participants. This involves frequent oral canvassing of participants' views and taking action to improve the participants' experience.

There are strong relationships with the group leaders who accompany junior groups and oral feedback is canvassed throughout the week of the course and prompt action taken. Consequently, satisfaction levels are excellent, with very high levels of return bookings.

The Provider responds to feedback through sharing information in coffee mornings. As a result, participants are aware of what has been done in response to their feedback. There are plans to develop a more formal response to participant feedback, possibly through social media.

7.6. Annual reports are not regularly compiled. A whole-organisation self-evaluation process, involving data analysis that leads to action-planning for improvement, is not yet established.

7.7 Action points are agreed and monitored in staff meetings on a case-by-case basis. There is no whole-organisation action plan arising from an evaluative analysis of data that is regularly monitored and reviewed.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.   Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No

8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

There is a well-qualified and experienced programme manager, who effectively oversees course delivery and manages teachers.

Class timetabling is efficient and teaching resources are allocated appropriately.

Lesson observations monitor quality effectively and ensure that participants receive a good consistent learning experience.

Course materials are effectively managed, and their style is consistent and appropriate for the participants. Suitable textbooks form a good basis for learning at specific levels. The levels are appropriately mapped to the Common European Framework for Languages (CEFR). Teachers also develop individualised materials to ensure that individual participants' specific needs are met.

There are appropriate procedures for acquiring teaching and learning resources. All teachers have access to the materials they need.

9.   The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Course content and design are up to date and they are reviewed regularly. The Provider is currently designing courses so that it can expand its online provision.

The engaging content and design of the courses effectively supports the participants to improve their English language skills. Those participants who wish to go on to take external assessments receive suitable support to develop the appropriate skills to meet the necessary standard.

Course materials support the development of the participants' skills effectively and enable them to achieve their learning outcomes. The materials are well presented and are mapped to CEFR scales at all levels. They are appropriate to meet the needs of the participants.

There is an appropriate focus on awarding body criteria for participants who are studying for externally accredited qualification such as IELTS.

Participants are encouraged to develop independent learning skills by completing homework, working through appropriate textbooks, reading books and newspapers, and practising speaking and listening.

The academic and professional backgrounds of participants, together with their age and particular support needs, inform course planning effectively. Initial assessment determines participants' existing English language levels.

---

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge, pedagogic and communication skills which allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Teachers are well-qualified to teach English Language courses. They demonstrate excellent subject knowledge and effective teaching skills to deliver courses that are well matched to the needs of the participants.

Training in online teaching and learning and the use of information and communication technology has made up a large part of the CPD for the staff. As a result, the staff have acquired good skills and this has enhanced the quality of the participants' learning.

Teachers respond well to the different backgrounds and individual support needs of the participants, although individual needs and targets are not recorded in individual learning plans.

Courses for junior groups provide an effective link between classroom learning with outside activities. Learning programmes are very interactive and include a variety of activities, films and quizzes to fully engage the participants.

Courses are organised to enable participants to learn the language in the classroom in the morning and to take part in related activities in the afternoon. For example, in the morning they learn about Canterbury and then visit Canterbury in the afternoon. As a result, the language learning is effectively reinforced through the afternoon activity.

Participants of all ages are engaged and participate actively in lessons. Language concepts are appropriately checked and the participants' understanding is monitored effectively.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**	
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☐ Yes ☐ No ☒ NA

11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☒ Yes ☐ No ☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes ☐ No ☐ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No ☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☐ Yes ☐ No ☒ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Although participants take regular progress tests, these are not formal assessments and there are no final assessments.

The outcomes of the progress tests are monitored by each teacher and recorded. The Head of English checks the results of placement and progress tests and discusses these with the teacher to ensure the participant is making satisfactory progress.

Effective oral feedback is given to participants on their progress. As a result, participants understand what they need to do to improve.

Participants are supported well, which enables them to make good progress according to their needs and aspirations.

Individual participant records, including information about feedback given to participants, learning goals and progress, are maintained by teachers. These records are not accessible to the participants. In addition, participants do not have input into negotiating and agreeing their own targets. This limits participants' full input and understanding of their targets and progress.

Participants have appropriate access to teachers outside the scheduled course time.

Participants do not take external qualifications and there are no formal deadlines.

12.   The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be: ☐ Met   ☐ Partially Met   ☐ Not Met   ☒ NA

Comments

13. **There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes ☐ No ☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

14. **There are satisfactory procedures for the administration of examinations and other means of assessment**

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☐ NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	☐ Yes ☐ No ☐ NA

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

15. **There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Head of English and the Vice-Principal provide good careers advice when appropriate. This advice is normally required by participants undertaking IELTS preparation courses. Participants are directed to relevant sources of information. An example of this is one participant group which requested a visit to the University of Kent. This was arranged.

INSPECTION AREA – PARTICIPANT WELFARE

16. **Participants receive welfare support appropriate to their age, background and circumstances**

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes	☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes	☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes	☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes	☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with an abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes	☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☒ Yes	☐ No ☐ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes	☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes	☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Welfare Officer is the specialist safeguarding lead and is trained in safeguarding to an appropriate level and is very experienced. Other relevant staff are also trained to an appropriate level.

Initial information, advice and guidance are comprehensive, and participants are given a clear picture of what to expect on arrival.

There are suitable junior and adult induction programmes. Each programme covers health and safety, the code of conduct, and the availability of help and support. Participants are also provided with information on teaching and learning and activities. As a result, the participants receive appropriate information to enable them to settle into their programmes quickly

Participants are given a contact number for emergency and out-of-hours use. This is printed on their student card and in the pre-arrival information booklet. On-going contact with the participants is maintained through social media.

There are detailed policies to avoid discrimination and clear procedures to deal with abusive behaviour. In addition, there are comprehensive arrangements to mitigate the risk of cyberbullying and consequently there have been no incidents.

Safeguarding arrangements are clear and detailed and there are specific risk assessments for participants aged under 18 and for those aged under 12. Enhanced DBS checks are carried out for all staff and recorded in the SCR. Appropriate measures are in place to prevent unsupervised access to participants under the age of 18 for anyone who is awaiting DBS certification. The SCR contains details of DBS checks, and records of safeguarding training.

Effective policies are in place and arrangements have been made to mitigate the risks of radicalisation and extremism. An internal lead has been appointed with responsibility for preventing radicalisation and extremism. Staff have received appropriate training, and appropriate risk assessments have been carried out.

The e-policy is informative and comprehensive and covers the use of mobile devices and social media. There are appropriate and relevant codes of conduct covering those participants aged under 18 and under 12.

Contact details for participants and next of kin are accessible electronically. Parental consent forms and initial booking forms insist on two next of kin contacts.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes	☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes	☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met   ☐ NA

Comments

Comprehensive and helpful advice is given to international participants before travelling, by e-mail, telephone and in a booklet that they receive in advance. Clear information is also given on the website.

The induction for international participants contains information about Canterbury through a slide presentation and teacher input. This includes information about how to stay safe in the local area. LanguageUK provides a taxi service for evening activities to ensure participant safety. As a result, participants feel safe, as well as being able to learn about the attractions and history of the local area.

Specific advice and information are always available from welfare staff, teachers and home-stay hosts, who all play a valuable part in enriching the participants' experience whilst at the Provider.

Religious and cultural differences are dealt with sensitively and appropriate support is offered on a range of issues. Dietary requirements are well catered for, rooms are made available for prayer, and great care is taken to ensure participants feel safe.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
18.3	Participants are advised of BAC's complaints procedure.	☐ Yes	☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

There are fair and transparent contractual terms and conditions. Refund arrangements are made clear on the booking form.

The complaints procedure is accessible to participants.

19.	**Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**		
19.1	Any residential accommodation is clean, safe and of a standard which is adequate to meet the needs of participants.	☒ Yes	☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No ☒ NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☒ Yes	☐ No
19.4	A level of supervision is provided which meets the needs of participants.	☒ Yes	☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes	☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Residential accommodation is of a very high standard and located close to the Provider's premises. All rooms are well furnished and include access to a kitchen and laundry facilities. Most rooms have an en-suite bathroom.

Great care has been taken to ensure residents' needs are met in the accommodation.

No participants aged under 18 are offered residential accommodated.

Appropriate precautions are taken to minimise any risks. Health, safety and fire safety procedures are in place and comprehensive risk assessments are completed.

The level of supervision provided meets the needs of the residents very well.

20.	**The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**		
20.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☒ Yes	☐ No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	☒ Yes	☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☒ Yes	☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☒ Yes	☐ No
20.5	Clear monitoring procedures are in place with opportunities for participant feedback and prompt action taken in the event of problems.	☒ Yes	☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Home-stay accommodation is very well managed to ensure a safe and comfortable experience for participants. The accommodation is located withing walking distance of the Provider's premises if possible. The youngest and most vulnerable participants are placed as close as possible to the teaching facilities. A taxi service is provided for evening activities.

The booking form ascertains what the participants' requirements are, for example in relation to allergies and dietary requirements, so these can be accommodated. All permanent residents of the home have undergone enhanced DBS checks if they are aged 16 or over.

Before participants are placed, all home-stay accommodation is inspected. Re-inspections take place every year. The contracts with hosts set out clear guidelines and cover the terms and conditions.

Excellent advice and support are provided for both hosts and participants. Annual social meetings are held with home-stay providers that allow hosts to meet each other and share experiences and information. Participants benefit from the fact that the Provider knows the home-stay hosts well and understands which placements will be the most effective for individual participants.

Monitoring procedures include talking to every new arrival to make sure they are happy and the completion of a questionnaire at the end of the first week. Action is taken promptly to resolve any identified issues.

21.	**Participants have access to an appropriate social programme and information on leisure activities in the local area**	
21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☒ Yes ☐ No ☐ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☒ Yes ☐ No ☐ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

There is an excellent social programme. Opportunities for leisure activities and events are communicated well through notice boards, social media and coffee mornings.

There are also opportunities for social interaction at breaktimes, where staff talk with participants, make sure they are happy, encourage social contact and give the participants helpful information and advice.

Participants are consulted about what they would like to do socially. Activities include trips, affordable meals in restaurants, shopping and musical and dance events.

Affordability is taken into consideration in deciding on appropriate activities. Junior groups' activities are built into their course and are included in the price.

Supervision is undertaken by two responsible adults who are members of staff. Risk assessments are undertaken as appropriate for all social activities to ensure participants are effectively safeguarded.	

INSPECTION AREA – PREMISES AND FACILITIES

22. **The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises**

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Provider has access to high-quality premises through a lease agreement.

23. **The premises provide a safe, secure and clean environment for participants and staff**

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The security of the premises is excellent. Access is secure as the front door is locked at all times and visitors are given access by a member of staff.

The premises are well-maintained. They are clean and in an excellent decorative state.

Health and safety guidance is made available to participants, staff and visitors and is communicated well. Each course induction programme has a health and safety element, for example covering emergency procedures and fire safety.

Signage is clear and informative. Notice boards display relevant information. There are appropriate notices regarding first aid, fire safety and emergency exits.

The premises provide sufficient space to circulate comfortably and there is an appropriate area in which to receive visitors.

Toilets are clean and sufficient in number, including some with disabled access. There are adequate heating and ventilation facilities. The classrooms have windows and, therefore, there is good access to fresh air.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes	☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each course.	☒ Yes	☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☐ Yes	☐ No ☒ NA

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Training rooms are of a high standard and provide good accommodation for language lessons. There is also a conference hall for large groups.

Resources and equipment are adequate for the needs of the participants. Classrooms contain computers and multimedia projectors and whiteboards or flip charts.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes	☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes	☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes	☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes	☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes	☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The facilities for the participants include space for private study and access to a small range of textbooks. There is also an online e-book facility, and participants are able to access books and materials at the local library.

Participants bring their own computer devices with them and LanguageUK provides good wireless facilities. This ensures that staff and participants are able to access relevant information.

Teachers have access to sufficient personal preparation and marking space and can also work from home.

There are appropriate relaxation areas and a canteen. There is also a courtyard garden with tables, benches and parasols for participant and staff use. Therefore, the premises provide a good working environment for staff and participants.

There is sufficient office space and rooms for private meetings and staff meetings. Staff meetings are also held remotely using video links.

Administration offices are adequate in size, with sufficient resources to enable the effective administration of the provision.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes	☐ No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes	☐ No
26.3	There are established processes which enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes	☐ No ☐ NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes	☐ No

This standard is judged to be:　　　　　　　☒ Met　　☐ Partially Met　　☐ Not Met

Comments

Senior managers understand the specific requirements of online, distance and blended learning. The Head of English has taken responsibility for the delivery of the online courses. Appropriate training has been undertaken and trial session were conducted before enrolling participants.

Appropriate records are kept of participant progress and areas for development that are identified through the live online lessons.

The application process includes effective identity checks. The Provider's online courses do not lead to any formal assessments or external accreditation.

The software used for online courses provides appropriate security. Participants currently only have access to each other through the teacher-led lessons. Direct contact details are not revealed. Staff are aware of online risks and take appropriate precautions. Participants are made aware of how to remain safe and are given instructions regarding what they should and should not do. Consequently, there have been no incidents of cyberbullying.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	☒ Yes	☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes	☐ No

27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The Head of English, who has taken responsibility for the online courses, and the Activities Manager, who has responsibility for the junior courses, have completed appropriate training in teaching English online. They have designed and trialled online courses.

The training has also been extended to other teachers. Teachers are managed well and those with appropriate skills are allocated to online courses to ensure good quality lessons are delivered.

The Head of English allocates teachers to courses according to their levels of skill. There are sufficient online teachers to ensure effective individualised support is provided for each participant.

The learning experience is consistent and is monitored effectively through direct observation and by recording online sessions to monitor quality and share good practice.

Participant feedback confirms the inspector's judgments that the delivery appropriately supports the attainment of the intended learning outcomes.

Effective use is made of appropriate teaching aids and learning resources. Teachers respond well to participants' needs. The inspector observed the use of video clips, workbooks, effective questioning techniques, and a good mix of reading, writing, speaking and listening with immediate and constructive feedback.

Additional study aids include useful videos and suggestions on relevant books and newspapers to enhance learning.

28.   Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The teachers have received training in online delivery to improve their skills. They have also gained new experience in using online learning techniques. They recognise the challenges, demonstrate understanding, and receive ongoing support. Delivery of online lessons is, therefore, good.

As a result of the training, teachers confirmed that they had gained a very good amount of additional knowledge in the previous few months. They use a variety of approaches and techniques that engage participants' interest well and enable them to learn effectively.

The quality of teachers' feedback to participants is regularly monitored through observing recorded sessions.

29.   The enrolment process is comprehensive, transparent and supportive to applicants

29.1   Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.   ☒ Yes   ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Before enrolment, participants are made aware of the digital skills needed, although it is assumed that participants have an appropriate skills level if they apply for an online course.

Participants receive a document with instructions on how to use the online platform. Teachers provide ongoing explanations and support in using the online platform.

30.   Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No
30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Suitable instructions on how to study are provided and include individual teacher support and instructional videos. Consequently, participants are enabled to learn effectively.

Staff support participants to resolve any technical or general issues promptly, thus enabling the participants to use the equipment and learn effectively.

The Provider ensures that the system requirements are understood, and technical support is available where needed. Participants receive a document that explains how to use the platform, and teachers provide additional support as required.

LanguageUK encourages peer interaction through informal chats using an online communication platform.

31.   The technology used to deliver the programmes is fit for purpose and effective

31.1   The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.   ☒ Yes   ☐ No

31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Appropriate technology is utilised to deliver the programmes. The technology is secure and flexible and effectively facilitates participant participation and learning.

There is an experienced Information Technology (IT) technician and effective support is also provided by teachers and staff for day-to-day issues, including for staff working remotely.

The Provider retains the services of an external IT consultant who is available to help with technical issues.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

There is very good staff management, with excellent communication within the team through regular staff meetings.

There is strong academic management that has been able to adapt to new challenges and expand the online provision within a short timescale.

Actions required	Priority H/M/L
3.2 The Provider must add relevant details about references, to the Single Central Record.	☐ High ☒ Medium ☐ Low
6.2 The Provider must collate all records of attendance and punctuality into a centrally accessible database.	☐ High ☒ Medium ☐ Low
7.6 The Provider must collate and analyse data to compile whole-organisational performance management reports which inform action-planning and lead to continuous quality improvement.	☐ High ☒ Medium ☐ Low
7.7 The Provider must institute a whole-organisational action plan with priorities for improvement, with assigned responsibilities and timeframes, which is regularly monitored and reviewed.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Teachers are well-qualified, experienced and enthusiastic, and establish good rapport with their participants.

Teaching is good and teachers have adapted well to providing online learning.

Course design is good, with the flexibility to tailor learning programmes to participants' needs and aspirations..

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Participants receive high-quality pastoral support. As a result, they feel safe and secure and make good progress in their studies.

Comprehensive and effective policies and procedures are in place to mitigate risk and ensure the welfare of participants.

Staff have excellent rapport with participants and support them very effectively.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The premises provide a high-quality learning environment.

Residential accommodation is very well-maintained, with thoughtful concern for the needs of the participants.

Annual social meetings held with home-stay providers allow hosts to share experiences and information and promote strong relationships with the Provider.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

There has been rapid progress in the design and delivery of new, effective online learning programmes.

There is ongoing relevant training and excellent staff support.

Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

| It is recommended that the Provider improves accessibility to management data on a centralised basis and maximises the use of management information systems to analyse data.

The Provider should implement appropriate mechanisms to formally respond to participant feedback.

It is recommended that the Provider considers increasing participant involvement in negotiating and agreeing their own targets and that the targets and progress are recorded in accessible individual learning plans. |
| --- |

COMPLIANCE WITH STATUTORY REQUIREMENTS