



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT AND SUPPLEMENTARY INSPECTION CHANGE OF PROVISION (Short Course Provider)

PROVIDER: LanguageUK Ltd

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

HEAD OF PROVIDER: Mr Kerem Sahin

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 10 May 2022

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 27 July 2022

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, junior groups and families. The programmes are offered at all levels in person and online. One-to-one tuition, Business English and examination preparation courses are also offered. The Provider was established in March 2007 and is based near the centre of Canterbury, in Kent.

The aim of LanguageUK is to provide individual attention to smaller groups, in a supportive atmosphere, as part of its range of English courses for all age groups. The participant experience whilst in the United Kingdom (UK) is considered 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 reports to the proprietors and acts as Principal. He is supported by a small management team which includes the Academic and Accreditation Consultant (AAC), the Director of Studies (DoS), the Sales and Marketing Executive, the Operations and Safeguarding Lead, and the Finance and Human Resources Officer.

In 2019, the headquarters were moved from Broadstairs and Faversham to Canterbury, where the facilities include residential accommodation for participants over the age of 18.

In 2020, LanguageUK introduced online courses in General English and preparation for the International English Language Testing Service (IELTS) test. Currently, all programmes are available both in Canterbury and online.

2. Brief description of the current provision

LanguageUK offers online and in-person programmes in General English, Intensive General English, Junior Group Programmes, Family Programmes and examination preparation courses on a continuous enrolment basis. Private tuition is also offered on a one-to-one basis.

The courses start on a Monday although, occasionally, the starting day may vary, depending on demand. The start dates for groups that travel to the UK are agreed in advance. The members of the groups study an agreed course together. Online courses are delivered according to the convenience and demand of participants, including at evenings and weekends. Courses for young people are offered during the school holidays, both in-person and online.

With ten classrooms and one conference hall with capacity for 100 participants, LanguageUK can accommodate 200 in-person participants at any one time, in addition to online participants. Recently, two soundproof studios have been added for online courses.

In 2021, the total number of participants was 324, with 24 full-time in-person participants and 300 part-time participants studying online. The majority were female, and two-thirds were under the age of 18. Participants were from a range of countries, including Hungary, Italy, Saudi Arabia, Turkey, Spain and Germany.

At the time of the inspection, 15 full-time participants were enrolled onsite in Canterbury, plus six part-time participants online. The vast majority of participants were female, and none was under the age of 18. The participants' countries of origin included Brazil, Poland, Hungary, Russia, China, France, Germany and Saudi Arabia.

Enrolment is continuous and there are no formal entry requirements. All potential participants undertake an English language assessment to enable them to be placed in a class at a suitable level.

3. Inspection process

The inspection was carried out on site by one inspector over one day. Interviews were conducted with the Principal, AAC, DoS, Operations and Safeguarding Lead, Finance and Human Resources Officer, teachers and participants. Documentation and electronic systems were scrutinised. A tour of the premises, including residential accommodation, was carried out. Observations of teaching and learning were undertaken. The Provider co-operated fully and efficiently with the inspection process.

4. Background to the supplementary inspection

A new DoS has been appointed.

5. Inspection history

Inspection type	Date
Full Accreditation	24 & 25 September 2020

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.

1. Significant changes since the last inspection

Management roles have been restructured. The previous Assistant DoS has been promoted to the role of DoS.

Participants now have a choice between in-person courses on site in Canterbury or online courses.

2. Response to action points in last report

3.2 The Provider must add relevant details about references to the Single Central Record.

Relevant details regarding references have been added to the Single Central Record. This makes it easier to ensure that all necessary checks have been completed and enables a comprehensive overview of staff suitability.

6.2 The Provider must collate all records of attendance and punctuality into a centrally accessible database.

New management information software has been installed. All records of attendance and punctuality are now easily accessible on a centralised database, which makes it easy to check attendance or reasons for absence or lateness, and to take appropriate action.

7.6 The Provider must collate and analyse data to compile whole-organisational performance management reports that inform action-planning and lead to continuous quality improvement.

A good start has been made with the installation of a new management information system. This enables more effective data collation and analysis, which informs action-planning for improvement. More comprehensive analysis to inform whole-organisational performance management reporting is still in the early stages and is not yet fully developed.

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.

There is an annual plan from the senior management that incorporates the main business objectives, including course development, participant recruitment, Continuing Professional Development (CPD) opportunities, development of class management software programmes, and improvements to buildings and facilities. There is also a spreadsheet that is used on an ongoing basis. The spreadsheet details specific action points for the DoS and ACC and is regularly monitored and reviewed.

3. Response to recommended areas for improvement in last report

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.

LanguageUK has vastly improved access to academic management data through investment in a new management information system that enables effective collection and analysis of data to inform ways in which its performance can be improved.

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

Participant feedback is responded to on a group basis and the responsible staff member informs participants what actions have been taken.

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.

For participants who attend for four weeks, tutorials are provided. Their progress, academic challenges and recommendations are discussed, and academic advice is given. Online participants take progress tests every four weeks and discuss their development with their teachers.

There is no formal system for on-site, full-time participants who study for fewer than four weeks to share their individual targets or receive progress reports. Individual needs, targets and progress are not recorded in individual learning plans, even when participants are studying full time.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The management structure is clearly defined and understood. Senior managers are well qualified and experienced and are effective in carrying out their responsibilities.

Communication with staff is clear and effective and includes regular meetings. Administrators are well qualified and experienced and ensure the smooth running of day-to-day operations. Financial management and investment in new data-collection and collation systems have improved the efficiency of the Provider.

Appropriate policies and procedures enable safer recruitment of staff and ensure their suitability to work within LanguageUK. Experience and qualifications are verified before employment, and performance management systems are in place to regularly review staff performance.

Good recruitment and enrolment procedures ensure that courses match the needs of participants and enquiries receive a prompt response. Accurate and secure records of participant attendance and punctuality are well maintained centrally, and any non-attendance is followed up promptly.

Overall, the management and administration are effective in ensuring the viability and smooth running of LanguageUK and provide a good learning experience for participants.

7.6 Full analysis of data is not yet fully developed. More comprehensive analysis to inform whole-organisational performance management reporting is still in the early stages and is not yet fully developed.

4.2 Teaching, Learning and Assessment (supplementary inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report.

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 <input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☑ Yes <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|-----|--|---|

This standard is judged to be:

Met Partially Met Not Met

Comments

Course management is effective. The DoS is well qualified and experienced, oversees course delivery well, and provides supportive management to teachers.

Teaching resources are allocated appropriately, and class timetabling is managed efficiently. The allocation of teachers to courses ensures participants receive a consistent learning experience that meets their needs.

Learning programmes provide a consistent experience. Course materials are mapped to the Common European Framework for Languages (CEFR) and are appropriate for the participants. Teachers also develop their own supplementary materials to engage participants' interest and ensure specific needs are met.

Currently, LanguageUK is researching new course materials to ensure all resources remain up to date. Participants expressed high levels of satisfaction regarding their learning and particularly valued the interesting topics, which gave them insights into British culture, traditions, lifestyle and sense of humour. Inspection findings confirm this view.

Teachers are able to request specific learning resources and all teachers have access to the materials they need. The current informal system works effectively, but there is no formal requisition procedure.

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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 that meet the needs of their employers. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.3 | Course materials are designed for a specific and clearly stated level of study and include appropriate support material. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.4 | Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.6 | The courses are designed so that participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Course content and design are reviewed regularly. New online courses have recently been developed.

Learning programmes enable participants to improve their English language skills and make effective progress. Any participants who wish to go on to take external assessments receive suitable support to develop the appropriate skills to meet the necessary standard. In-company group courses are designed to meet the needs of the employers.

Course materials are well presented and are mapped to CEFR scales at all levels. These are appropriate for the needs of the participants and enable them to achieve their learning outcomes.

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 complete homework, read books and newspapers, and practise speaking and listening skills. Consequently, they develop independent learning skills and make good progress.

Initial assessment determines participants' existing English language levels and identifies the academic and professional backgrounds of participants, together with their age and particular support needs. This informs course planning effectively. In a minority of cases, this pre-placement information is slow in reaching the teachers. However, the teachers are experienced in assessing participants' needs quickly and provide them with the support they need to avoid participants being placed on the incorrect level of course.

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 and pedagogic and communication skills, which allows them to deliver courses effectively. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 10.3 | Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/ training sessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Teachers are well qualified to teach English language courses and have appropriate experience. They demonstrate effective teaching skills and excellent subject knowledge, and deliver courses that are well matched to the needs of participants.

Training sessions on relevant topics form part of CPD for the staff. As a result, teachers' skills have been enhanced, to the benefit of participants.

Teachers respond well to the different backgrounds and individual support needs of participants. Courses for junior groups include interactive learning programmes and provide an effective link between classroom learning and outside activities. Participants told inspectors how much they valued the insights they are given into the British way of life, culture and humour.

Participants are fully engaged and participate actively in lessons. There is a good emphasis on pronunciation to improve participants' speaking skills. Participants' understanding is monitored effectively, and they are able to practise and develop their skills well. They make excellent progress in relation to their starting points.

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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

There are opportunities for progress tests, but these are not formal assessments and there are no final examinations.

Effective and constructive spoken feedback is given to participants on their progress during class time. As a result, participants understand what they need to do to improve. Participants are provided with the support they need to make progress.

Full-time participants who attend for more than four weeks benefit from tutorials, which are recorded.

Participants have appropriate access to teachers outside scheduled course times. They expressed very high levels of satisfaction and confirmed to inspectors that they feel well supported and able to learn and make progress. Inspection findings confirm this.

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**
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- 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
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- 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
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- 13.3 External moderators are involved in the assessment process. Yes No NA
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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**
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- 14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
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- 14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA
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- 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**
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- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA
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- 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
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This standard is judged to be: Met Partially Met Not Met NA

Comments

4.3 Participant Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Pastoral support is of a very high quality and tailored effectively to meet participants' ages, backgrounds and circumstances.

International participants receive clear information and advice before the programme starts. A prayer room is available, and cultural and religious considerations are understood and respected. Junior groups often have their own group leader with them, which enables contact with a first-language speaker.

Thorough arrangements are in place to ensure that participants under 18 are effectively safeguarded. Participants feel safe and supported and appreciate the friendly atmosphere.

Residential accommodation for participants over the age of 18 is provided on site and is directly managed by the Provider. It is clean and attractive, fit for purpose and well maintained.

Home-stay accommodation for participants under the age of 18 is also well managed. All adults in a host family have received enhanced Disclosure and Barring Service (DBS) checks and relevant training.

Accommodation is effectively monitored. Consequently, the welfare of participants within a safe and comfortable environment is assured.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

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

The buildings and facilities are very attractive and well maintained and provide a safe, secure and clean environment for participants and staff.

Notice boards are kept up to date and provide a range of information, which includes information on social activities, health and safety, first aid and evacuation procedures.

Classrooms provide good accommodation for the courses offered. The conference hall has sufficient space for large groups. Private outside space with tables, benches and parasols provides a pleasant area for relaxation. There is also a canteen and coffee area for participants.

Staff offices provide good working facilities and there are sufficient rooms for staff meetings or private interviews.

As a result, the premises and facilities provide an excellent environment that is conducive to learning.

4.5 Online, Distance and Blended Learning (supplementary inspection)

The numbers below refer to the standards as presented in the short course provider scheme document and main full inspection report.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes that 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 (ODBL).

Two sound-proofed studios have been set up to improve sound quality. It is made clear to participants that they need to have their cameras on. Consequently, participation and interaction are effective in enabling learning and progress.

Appropriate records are kept of participant progress and areas for development that are identified through the live online sessions. Good use is made of questioning techniques and chat functions.

Identity checks include photographs, which match video images of participants. The Provider's online courses do not lead to any formal assessments or external accreditation.

Managers monitor online sessions, which are recorded. The software used for online courses provides appropriate security, and participants currently only have access to each other through the teacher-led lessons. Direct contact details are not revealed.

Staff have received training regarding online risks and take appropriate precautions. Participants are made aware of how to remain safe online and are given clear instructions regarding what they should and should not do. As a result, there have been no incidents of cyberbullying and participants feel safe and comfortable.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each participant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The DoS is suitably qualified, with experience of ODBL, and manages the team of teachers responsible for online learning sessions well. There are sufficient specialist online teachers to ensure each participant receives individualised support that is appropriate to their needs.

Online sessions are recorded to facilitate the monitoring of quality and ensure the learning experience for participants is consistent. Teachers are allocated to appropriate courses, depending on their skill set, and provide individual support for each participant to enable them to attain their learning outcomes.

Effective use is made of appropriate learning resources. Teachers respond well to individual participants' needs and interests. They use effective questioning techniques, together with a good mix of reading, writing, speaking and listening, with constructive feedback.

Supplementary learning materials and software learning programmes are provided for participants to enable further study. As a result, participants can expand their learning and expedite their progress.

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

Teachers have an acceptable level of technical knowledge and demonstrate understanding of the demands and challenges of ODBL. As a result, delivery is effective and enables progress.

Appropriate training is provided to ensure teachers remain up to date regarding provider policies, the use of technical applications, teaching approaches and participants' needs.

The quality of teachers' feedback to participants is regularly monitored through observing recorded sessions and checking records. As a result, participants receive an effective learning experience and consequently make good progress in relation to their starting points.

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

The marketing team ensures participants are made aware of the digital skills needed, and the level of interaction expected from participants.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.3 | The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Teachers choose an online platform with which participants are comfortable and provide any necessary support. Suitable instructions on technical issues and how to study are provided.

Participants are supported to resolve any technical or general issues promptly, including through remote access, 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 necessary. Participants receive written instructions and teachers provide additional support where required.

Peer interaction is encouraged through informal chats using an online communication platform.

Overall, participants' needs are well catered for, and those interviewed were satisfied with their progress.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The technology used is secure, flexible and easily accessible. The choice of online platform used can be influenced by the participants to ensure familiarity and ease of access.

An experienced Information Technology (IT) technician is available, and effective support is also provided by teachers. As a result, the technology is fit for purpose, and effectively facilitates participant participation and learning.

4.6 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The introduction of new remote learning programmes and investment in new management information systems has improved the efficiency and viability of courses.

There is very high participant satisfaction with good teaching, and interesting topics that provide insights into British traditions, culture, lifestyle and humour.

Excellent participant welfare systems and pastoral care are combined with a friendly, supportive atmosphere.

The premises are attractive and have excellent facilities that enhance participants’ experience, including a canteen and coffee area, recording studios, residential accommodation and outside space.

ACTIONS REQUIRED

7.6 Systems to provide more comprehensive analysis to inform whole-organisational performance management reporting must be fully developed and implemented.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that LanguageUK introduces individual learning plans for all participants to agree and record short-term language goals and progress, and to facilitate opportunities for written as well as spoken feedback.

LanguageUK should consider instituting a more formalised requisition process for the acquisition of new learning resources.

The Provider should improve the flow of pre-placement information to teachers to better inform programme planning.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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