BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: The English Studio

ADDRESS: 10 Great Turnstile

Holborn

London WC1V 7JU

HEAD OF PROVIDER: Mr Gregory Ledgard-Hoile

DATE OF INSPECTION: 18–19 & 21 January 2022

ACCREDITATION STATUS AT INSPECTION: Not accredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full one-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 3 March 2022

PART A – INTRODUCTION

1. Background to the provider

The English Studio (TES/the Provider) is a privately owned organisation that offers English language courses. Based in central London, its aim is to support participants in developing proficiency in the English language as an important life skill.

The English Studio is the trading name of TES Education Limited, a private limited company. There are three shareholders who make up the board. One of the shareholders undertakes a support role where needed, currently in sales and health and safety, and one acts as the Chief Executive Officer (CEO). The CEO is supported by a small team of senior managers, including a General Manager and a Director of Studies.

Founded in 1997, TES was purchased by the current owners in June 2020. Key staff were retained to ensure continuity. Courses are currently delivered in London. The Provider plans to open a permanent school in Oxford and a school in Dublin later in the year.

2. Brief description of the current provision

During the inspection, in-person courses were running at a range of levels for General English and International English Language Testing Service (IELTS) preparation. These short courses run throughout the year, with a choice of 15, 20 or 25 hours of study a week.

The Provider is also offering summer courses for young participants. Participants under the age of 18 are enrolled on the summer programmes.

At the time of the inspection, there were 28 participants, of whom approximately one-third were male. The total capacity is 72. All participants are over 18 years of age and come from a broad range of countries, including Turkey, Saudi Arabia, Brazil, Columbia, France, Japan, Italy, Germany, Taiwan, Mexico and Honduras.

There are no entry requirements except for IELTS courses, where participants need a minimum language level of B1 on the Common European Framework of Reference for Languages (CEFR).

Enrolment is on a continual, roll-on, roll-off basis and new participants can join courses on a Monday.

3. Inspection process

The inspection was conducted remotely by one inspector over three days. Meetings took place with participants, the CEO, the other active shareholder, the General Manager, the Director of Studies, administrative staff, course managers and tutors. Teaching and learning were observed, and documentation was scrutinised. Premises and facilities were also inspected. All information was made readily available to the inspector and the Provider co-operated fully with the inspection.

PART B – JUDGEMENT 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

TES is effectively managed. The management structure is clearly defined. Of the three shareholders, one does not have a role in the running of the Provider, one acts as CEO and is responsible for strategic management, and one undertakes a support role where needed. Board meetings are held on a quarterly basis. Operational management is the responsibility of the General Manager, with support from the CEO and the Director of Studies.

The CEO and other senior managers are suitably qualified and very experienced. They fully understand their responsibilities and carry them out effectively. They have successfully managed to keep the business afloat through very challenging circumstances when travel restrictions have greatly inhibited participant numbers.

Communication within this small team involves constant in-person contact, plus e-mail, and effective electronic systems. Regular meetings are held to review the long-term planning, sales and financial planning. Daily conversations are held between members of the senior team to ensure a constant flow of information and to achieve consensus for decision-making. Formal quarterly review meetings are held with senior managers. Tutor meetings take place every month. Consequently, communication is excellent, and all staff are aware of the goals of the business and its current position.

TES has a written statement of its mission and goals, which is communicated to stakeholders and effectively implemented. Progress is reviewed at regular monthly management meetings.

There is an appropriate written risk management strategy. Financial planning is reviewed on a regular and ongoing basis to ensure the ongoing viability of the organisation.

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

The administration of the Provider is effective. Administrators are well qualified, very efficient and experienced, and effective in ensuring that the administration of the Provider runs smoothly.

The size of the administration team is sufficient for the current needs of TES. As participant numbers grow, there are plans to increase the number of staff.

Currently, the team ensures that all necessary administration is carried out effectively. Administrative support is clearly defined, documented and well understood, which facilitates smooth management.

Administrative policies and procedures are thorough and well disseminated. Electronic systems are up to date and facilitate administrative processes. There is an effective management information system that enables efficient data collection, collation and analysis and supports the administration of TES effectively.

Personal records of tutors and participants are detailed and up to date, and appropriate policies are in place to keep data secure.

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

Excellent policies and procedures for the recruitment of staff are very effective in ensuring that suitably qualified and experienced personnel are recruited. Tutors must have a first degree as well as a high-level English language teaching qualification, together with appropriate experience. All staff have evidence of their identity and right to work in the United Kingdom (UK), and all relevant checks have been completed. Qualifications and experience are checked and verified, references are taken up and good records kept, and the Single Central Record is maintained up to date.

The system for reviewing staff performance includes regular, informal one-to-one meetings. Observation of teaching and learning is also scheduled for tutors, with highly detailed reports followed by professional dialogue.

3.4 However, these are not followed up with monitored action points for improvement and formal appraisals are not currently taking place, which limits the effectiveness of the performance management procedures.

Administrative and managerial staff are appropriately supported and they have received appropriate training on the management information system, supporting participants' insurance needs, and other relevant topics. This has enabled them to develop new skills effectively.

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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

The website provides a very comprehensive description of The English Studio. Text and photographs give an accurate and up-to-date depiction of the locations, facilities and courses offered.

The facility to change the website content quickly ensures content is effectively maintained up to date and enables information on current circumstances to be easily shared.

Social media applications provide additional information. As a result, potential participants can form a clear idea of what to expect from attending the Provider's courses.

Key policies are accessible through the website, including safeguarding, attendance and complaints policies.

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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

TES has excellent procedures in place to ensure suitable participants are registered for their courses. Contact is initially made through the website, and this is speedily followed up. The Provider answers any resulting queries and ascertains the needs and aspirations of the potential applicants, to ensure the appropriate course has been selected.

Applicants are asked to complete a placement test, which is used to establish the initial level of English skills for placement on a suitable course. On arrival, participants receive an initial interview and their speaking and listening skills are also assessed. They are then placed in a class after consultation with the tutor.

There are no entry requirements except for IELTS courses, where participants need a minimum language level of B1 on the CEFR. Placement and speaking tests are used to ensure the course is the best one to meet their needs.

Applicants receive comprehensive information via the Provider's website and social media. Initial enquiries through the website are followed up by e-mail or telephone communication, where participants can ask questions and respond to queries to ensure the provision is the right one for them.

All applicants complete a comprehensive application form to ensure their suitability to attend a programme of study. Any concerns around a participant's suitability for a particular course are discussed with the applicant and an accurate description of the demands of the course is provided to enable the applicant to make an informed decision. As a result, participant retention is excellent.

Enquiries receive a response immediately, or on the next working day at the latest. Potential participants are properly briefed and are offered the opportunity to join a trial class if they so wish.

There has been limited recent contact with agents, and current overseas recruitment agents are legacy agents who are known to the Provider. Any new agents will be researched and investigated and will need to provide references. If they meet the criteria, the initial agreement will be for 12 months. Stakeholder feedback will be monitored and the performance of the agents, and the information they supply, will be evaluated before a decision is made to continue the contract. Briefings for agents include presentations and tutorials several times a year.

Participants are asked to disclose any additional support needs during the application process. Tutors also make their own assessments and are able to draw on expertise available within the teaching team, as required.

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

TES has a suitable attendance and punctuality policy that is updated annually on the website. The rules for attendance and punctuality are effectively communicated during participant inductions and are displayed on the notice boards in each classroom.

Participant attendance is recorded and reviewed daily in the information management system. Absent participants who have not called to explain why they cannot be present are contacted by telephone during the morning and appropriate action is taken.

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

Effective systems to review the Provider's performance include feedback from and informal conversations with stakeholders and excellent observation of teaching and learning reports, which are followed by professional dialogue. Useful performance data is collected and collated.

7.1. However, current processes do not include performance data analysis and reporting. Opportunities are missed to summarise and analyse all aspects of the provision to highlight priorities for improvement or enable the accurate measurement of impact arising as a result of actions taken.

TES has effective mechanisms to obtain feedback through participant and staff questionnaires and participant focus groups. Participant feedback is obtained and recorded at the beginning and the end of each course. This is supplemented by the oral questioning of participants by the customer service team. Feedback is discussed in management meetings and appropriate actions are taken to make and record improvements.

There is a suitable mechanism on the notice board that details participants' feedback comments and reports back to them what actions the Provider has taken in response.

A comprehensive self-evaluation report was completed before the inspection and areas for development were successfully identified.

7.6 However, annual reports on the results of performance reviews and the analysis of data have not been completed and a lack of robust data analysis has limited the ability of the Provider to gain a full picture of all aspects of the provision and provide a baseline for future improvement.

7.7 Although staff regularly make improvements, action plans are not formally recorded, with specific action points, responsibilities and a timeline.

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 are 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

Course management is effective. There is a highly qualified and experienced Director of Studies who reports to the General Manager. He is responsible for teaching, learning and assessment and the management of the tutors. Classes are timetabled efficiently, and suitable rooms are allocated that are conducive to learning. The allocation of tutors to courses ensures a consistent learning experience. Regular observation of teaching and learning takes place to monitor delivery. Materials are subject to regular review to ensure that they are relevant and standardised across the provision. New materials are acquired as needed. Courses make use of textbooks and participants receive their own copies when they are placed in a class. Printed and online resources are available to supplement the course books. There are appropriate procedures for the acquisition of learning resources to ensure that both tutors and participants have access to the required quantity and quality of resources.

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 that 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

TES uses textbooks designed to provide current language in context and these are regularly reviewed for suitability and effectiveness. Courses are based on the textbooks and these are used effectively to enable the structured development of language skills. The Provider's IELTS courses include weekly practice tests to ensure alignment with desired outcomes for IELTS scores.

Course books are based on the CEFR and are supplemented by appropriate support materials. Learning materials are comprehensive and well presented and enable participants to develop the appropriate knowledge and skills.

Courses designed to prepare participants for IELTS are appropriately focused, and regular progress tests enable participants to know what they need to do to improve.

Participants are encouraged to complete homework tasks and are encouraged to develop study skills.

Participants are grouped according to level, and the structure of the course enables the development of skills at that level. Tutors generally recognise participants' particular support needs, although the individual learning goals of participants are not formally recorded. This can inhibit the ability of participants to focus on a particular area of need and to receive focused support or written recognition of achievement at that personal level.

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 that 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

All tutors are very well qualified, with relevant qualifications and experience and good pedagogic and communication skills.

The Director of Studies provides monitoring and feedback to tutors and engages in professional dialogue with them to strengthen their professional development.

10.2 Regular Continuing Professional Development (CPD) sessions have not been offered during the last two years. There are plans to reinstate these, and new training sessions have been added to the calendar.

Tutors respond very effectively, and with sensitivity, to the different backgrounds and needs of participants in their training sessions. This enables participants to feel comfortable and relaxed and able to concentrate on the development of their skills.

Effective class management strategies are employed to involve participants. There is a good mixture of whole-group, pair work and individual work to ensure all participants are actively engaged. The range of interactive activities is at times limited by the course book.

The monitoring of understanding and concept-checking is good. Homework is used to check understanding. Participants preparing for IELTS tests have formal assessments every week that check their understanding and progress and enable students to focus on what they need to do to improve.

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

IELTS courses include regular mock examinations that accurately reflect requirements of the final assessments. Participants receive feedback that ensures that they understand what they need to do to develop their skills.

Weekly IELTS progress tests enable tutors and participants to focus on the key missing skills to enable improvement, although this is not formally recorded on an individual learning plan. There are currently no formal progress checks on learning in General English courses that would provide a more objective evidence of progress.

Appropriate feedback is given to individual participants on a regular basis, tailored to meet their specific needs. Participants receive regular informal feedback on their progress and how this relates to their target level of achievement. Additional support and advice are given to participants who are not making sufficient progress. Usually, this is provided by the tutor in consultation with the Director of Studies. Feedback to participants on their progress is provided orally and informally and on their marked work. Written feedback on participant work at higher levels is very detailed and constructive.

Participants have access to their tutors informally outside lesson times. They can also schedule a meeting with the Director of Studies to discuss academic issues. Consequently, participants feel well supported and know they can ask for help if they do not understand anything. 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

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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

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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

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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

Advice on further and higher education opportunities is provided on an individual basis as appropriate, particularly when participants are following an IELTS course with the aim of gaining entrance to university.

Participants are supported in completing their personal statement and advised on the scores they will need to achieve. They are also encouraged to take part in online fairs where they can obtain specific information on the courses in which they have an interest.

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 any 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 General Manager is named as responsible for participant welfare. She is suitably trained, with many years of experience, and is also the Designated Safeguarding Lead with a suitable level of qualification in safeguarding.

Participants receive comprehensive information, advice and guidance before the start of the course. They receive a welcome e-mail with links to the website, which provides pre-arrival information. They also complete a placement test and discuss their needs and expectations to ensure they can make informed decisions.

All new participants have an induction session on their first day that includes study and health and safety information, their timetable, fire and evacuation procedures, a tour of the premises, rules and code of conduct, and information about London, transport and the local area.

Participants are issued with an emergency number for use outside school hours for contact and support, together with general emergency numbers.

Well-implemented policies are in place to avoid discrimination and abusive behaviour, including cyberbullying.

There were no participants under the age of 18 during the inspection, and young participants are only accepted on the Provider's summer programmes. There are effective safeguarding policies and procedures in place and all staff receive enhanced Disclosure and Barring Service (DBS) checks. The Provider adheres to safer recruitment practices, staff have received appropriate training in safeguarding, and systems are in place to protect young and vulnerable participants.

Effective arrangements to mitigate the risk of radicalisation and extremism include a suitable policy, a risk assessment and staff training.

The e-policy covers the on-site use of devices and social media, and appropriately references staff and participant codes of conduct. Emergency contact details for all participants are recorded and accessible to authorised staff, at all times. Consequently, welfare support is excellent and participants receive a high standard of care.

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

International participants are provided with a range of appropriate advice. Pre-arrival information includes advice on topics such as travel, transfers, insurance, money, banks, pharmacies and medical information. Induction sessions for new participants include information on London and the local area as well as suitable travel advice.

Information and advice are continually available throughout participants' time at TES. Support is available at reception from the customer service team, as well as from tutors and managers.

Participants receive sensitive support from staff who are experienced in welcoming participants from all backgrounds and cultures and who actively promote values of tolerance and respect. As a result, participants feel welcome and appreciate the friendly atmosphere.

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

Fair contractual terms and conditions are made clear to participants and are available on the website. These include the refund policy and a cooling-off period. The complaints policy is accessible in pre-course information, on the website and on classroom notice boards. Consequently, communication is clear and participants are treated fairly.

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 that 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 that 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

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

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 that 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

Participants have access to a social programme. Information on leisure activities that may be of interest is provided. This includes group excursions, walking tours and opportunities for participants to undertake suggested activities on their own initiative.

Participants are asked what they would like to do, and TES tries to accommodate their requests. Many activities are free, and where cost is involved, this is within the budget of the vast majority of participants.

Activities organised by TES are led by a suitably qualified and experienced person. Procedures are in place for activities during the summer programme when participants under the age of 18 are involved. All reasonable safeguards are in place.

Every activity has its own risk assessment with appropriate safeguards, and all participants are registered and given an emergency contact number. As a result, participants can access a range of interesting activities at a reasonable cost, if they so wish.

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

Formal lease arrangements are in place for the current premises and the owners are in negotiations to extend the lease further. External premises, for example for the summer programmes, are hired as appropriate when the need arises.

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 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 premises provide a safe, secure and clean environment. Access to the building is controlled and restricted to ensure participants are safe. The premises are maintained to a high standard and are clean and well decorated.

Health and safety information is provided for participants, staff and visitors. Visitors sign in and are provided with a badge and lanyard and a health and safety briefing. Notices are displayed on the notice board in every classroom and information is included at induction.

Signage inside and outside the premises is clear, and notice boards, within the provider's premises, provide useful general information.

There is adequate circulation space for the number of participants and staff, and a suitable area in which to receive visitors.

Toilet facilities are adequate for the number of participants, and these are clean and well maintained. Heating and ventilation are adequate.

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 that 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 provide good accommodation for the classes. Classrooms are suitably equipped for course delivery with all necessary furniture and equipment. Two classrooms have interactive whiteboards. As a result, the classrooms provide an environment that is conducive to learning.

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

There are appropriate additional facilities for participants and staff. Participants have access to sufficient space for private work and/or study. When they are not in class, they can use an empty classroom. Most participants use their own equipment.

Tutors have access to sufficient personal space in the staff room for preparation, marking and relaxation, and there are two computers for their use.

There are a number of cafeterias and shops nearby that give participants and staff plenty of options regarding facilities suitable for relaxation and the consumption of food and drink. Staff have a kettle and microwave in the staff room.

There is a room suitable for interviews and private meetings and classrooms that are suitable for staff meetings.

The administrative office is adequate in size and well resourced for the effective administration of the Provider.

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 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.	☐ 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

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

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

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

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 that 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

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

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

Experienced managers understand the demands of the Provider and are focused on providing an excellent experience for the participants.

Excellent communication ensures that all staff are aware of the Provider's goals and expectations.

Very good management information systems enable smooth access to information and facilitate data analysis.

There are well-implemented safer recruitment procedures.

Actions required	Priority H/M/L
3.4 TES must implement an effective system for regularly reviewing the performance of staff.	☐ High ☒ Medium ☐ Low
7.1 A full quality assurance system must be set up to review all aspects of the Provider's performance.	☐ High ☒ Medium ☐ Low
7.6 TES must compile reports at least annually that include the results of performance reviews and the analysis of appropriate data to inform quality improvement.	☐ High ☒ Medium ☐ Low
7.7 Quality improvement action plans must be implemented and regularly reviewed.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

There are very high levels of participant satisfaction with their tutors.

Highly qualified and enthusiastic tutors work together well as a team to provide a good experience for participants.

Actions required	Priority H/M/L
10.2 TES must fully implement plans to provide CPD for tutors.	☐ High ☒ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

There is excellent welfare and pastoral support.

The welcoming and friendly atmosphere is greatly valued by participants.

There is provision of a social programme, despite the challenges of the pandemic.

Participants felt that they received excellent value for money.

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

PREMISES AND FACILITIES

Provider's strengths

Participants were very happy with the central and convenient location of the Provider.	
Actions required	**Priority H/M/L**
None.	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Actions required	**Priority H/M/L**
	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that TES formally records participants' individual learning goals and the results of progress tests to enable focused support and written recognition of achievement.

TES should consider instituting formalised assessments of progress in General English classes to provide evidence of understanding and achievement.

COMPLIANCE WITH STATUTORY REQUIREMENTS