



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent English Language Provider (IELP) Full Inspection

NAME OF PROVIDER: International Language Centre

ADDRESS: 23 Portland Terrace
Jesmond
Newcastle-upon-Tyne
NE2 1QS

HEAD OF PROVIDER: Mr Mahmud Elwerfelli

DATE OF INSPECTION: 1–3 June 2021

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full one-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 19 July 2021

1. Background to the provider

International Language Centre (ILC/the Provider) is a privately owned limited company with a sole proprietor and started teaching in January 2020. ILC offers a range of English language courses, including General English at beginner to advanced level, preparation classes for the International English Language Testing System (IELTS) and the Occupational English Test (OET) and Business English. All the classes are offered face to face.

One-to-one tuition and personalised speaking classes are also available on request.

ILC is based in a converted townhouse in Newcastle upon Tyne in the United Kingdom (UK) and the Provider occupies the entire building covering four floors.

The aims and objectives of the Provider are to train non-English speakers to reach a communicative level of English, and to help learners develop their confidence and competence in using English as a tool for communication.

The Executive Director oversees day-to-day operations, supported by the Academic Manager. The teaching and administration team supports the Provider's managers and assists in the day-to-day running of ILC. The Proprietor is not actively involved in the operational management of the Provider.

2. Brief description of the current provision

The Provider offers face-to-face OET and IELTS preparation classes and General English classes at beginner, pre-intermediate, intermediate and upper intermediate levels. Other courses offered include those in Business English and women-only language classes, both of which are considered to be English for Speakers of Other Languages (ESOL) courses. Summer school courses are also offered.

Learners can study full- or part time. Unless the course being delivered is a one-to-one class, there must be a minimum of three learners for a class to be viable.

All ESOL classes are taught by certified teachers who have either a Teaching English as a Foreign Language (TEFL) or Certificate in English Language Teaching for Adults (CELTA) qualification, together with university experience in a relevant subject.

During the inspection, face-to-face OET and IELTS preparation classes were running as well as General English classes at beginner, pre-intermediate, intermediate and upper intermediate levels. There were 14 learners enrolled in classes at ILC, all of whom are over the age of 18 years, although the Provider enrolls learners under the age of 18 for its summer schools. The total capacity is 100.

A majority of the learners are male and come from a range of countries, including Sudan, Ghana, Saudi Arabia, Columbia, Turkey, Syria, France, Spain, Iraq and Germany.

Enrolment is on a continuous basis. For all General English classes, the day of enrolment is Monday. For IELTS and OET classes, there are set start dates for each course. IELTS courses run for eight weeks and OET courses for seven weeks. Learners must have an upper-intermediate level of English prior to commencing the IELTS and OET courses. Learners enroll in advance of the start date of the course.

3. Inspection process

The inspection was carried out remotely by one inspector over two and a half days. Meetings were held with the Executive Director, the Academic Manager, the Administration Manager and the Receptionist/Welfare Officer, and teaching staff and learners. Teaching and learning were observed, and documentation was scrutinised. A tour of the premises and facilities was carried out remotely using a live video link. The Provider made available all necessary information very efficiently and co-operated very well 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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING, ADMINISTRATION AND QUALITY ASSURANCE

1. The provider is effectively managed

1.1	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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	The management structure is clearly defined, documented and understood, including the role and extent of the authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	There is a formal system to ensure that all managerial and administrative staff have access to appropriate continuing professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	There are clear channels of communication between the management and staff, including those working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a clear statement of its mission, which is well communicated and effectively implemented.

There is an organisation chart that clearly delineates the Provider's management structure. The proprietor meets with the Executive Director once a month and goes through the financial reports. The Executive Director is supported by the Academic Manager, a small team of tutors and an Administrator.

Senior managers are well qualified and experienced. They have clear roles and responsibilities and are effective in carrying them out.

Appropriate Continuing Professional Development (CPD) activities are organised on a monthly basis and have included, for example, training in marketing and accounts.

The team is in close contact and staff talk to each other on a daily basis. There is also a staff meeting each month when minutes are taken, plus e-mail and social media group communication. Consequently, communication is excellent, and the Provider is managed very effectively.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Data collection and collation systems are effective.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

2.6	The provider maintains accurate and easily accessible contact details for its learners, including, in the case of young learners, details of their parents/guardians.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutor records are easily accessible, sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners, tutors and all staff, including administrators, technicians and ancillary staff such as cleaners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Administrator is suitably qualified and experienced and is effective in her role.

The size of the team is sufficient for the smooth operation of the Provider and, as a result, overall administration of the Provider is effective.

Administrative support is clearly defined, documented and understood by the manager. The Provider has worked very hard to ensure appropriate documentation is in place.

Policies and procedures are well documented and disseminated effectively. They have been shared and discussed with this small group of staff.

Data-collection and collation systems are effective and enable effective analysis of attendance, learner feedback and progress, and retention.

There are accurate and up-to-date records of contact details of learners that are accessible when needed. These are stored securely.

3. The provider employs appropriate managerial and administrative staff

3.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications claimed are verified and documented before employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	There is an effective system for regularly reviewing staff performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are effective procedures for the recruitment and ongoing support of suitably qualified and experienced staff. The Single Central Register shows that identities have been checked, all references taken up and verified, and all appropriate safety checks completed. Staff are supported with training to ensure they are able to carry out their job roles effectively.

All appropriate pre-employment checks are carried out, including of existing qualifications. References are verified and documented before employment.

Performance management systems are effective, and appraisals are carried out every six months. As a result, staff training needs are identified well, and appropriate CPD is provided to increase skills and efficiency further.

4. Publicity material gives a comprehensive, up-to-date and accurate description of the provider and its curriculum

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on the courses available is comprehensive, accurate and up to date. This includes details about course fees and any additional costs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	All material that is published in English is proofread and checked for grammatical accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Text and images on the website provide an accurate picture of the Provider's location and the range of resources and services offered.

Course information is accurate and up to date and includes details of course fees and application procedures. There are no additional costs unless learners wish to participate in extracurricular activities.

All material published in English is proofread for accuracy. Therefore, the publicity material gives a comprehensive and accurate description of the Provider and the curriculum.

5. The provider takes reasonable care to recruit and enrol suitable learners for its courses

5.1	Entry requirements for each course are set at an appropriate level and are clearly stated in the course descriptions seen by prospective learners.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.2	A formal application process ensures that learners meet the entry requirements, and any claimed qualifications are verified and documented.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
5.3	Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5.4	Any recruitment agents who are employed are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
5.5	All learners receive a comprehensive initial assessment of their language ability to ensure that they are placed on the correct level of course to meet their needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

There are no entry requirements. Learners complete an application form, undertake a placement test and an interview to determine their level before being placed into an appropriate level of class. Evidence of existing qualifications is not required.

Learners receive appropriate information regarding the courses for which they apply. All application enquiries are responded to promptly and appropriately. Prospective learners receive a response on the same day of their enquiry or the following business day.

Agents who apply to act on ILC's behalf are interviewed and briefed and, if selected, enter into a contract with the Provider. Plans are in place to carry out monitoring and evaluation of recruitment agents. So far, one agent has just been appointed and it is too early in the process for evaluation.

Initial assessment is used very effectively to determine the language levels of learners before placing them in a class at an appropriate level. After a week, this is reassessed by the teacher and the learner is moved if it is considered that a different class would better meet their needs.

6. There is an appropriate policy on learner attendance and effective procedures and systems to implement it

6.1	There is an appropriate clear and published policy on learner attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Learner absences are followed up promptly and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a clear policy on attendance and punctuality that is published in the learner handbook.

Attendance recording is thorough and accurate, collated centrally and systematically reviewed.

Learners are expected to inform the Provider if they are unable to attend. If no message has been received, immediate contact is made with the learner to ascertain the reason for their absence.

Good arrangements are in operation to ensure high attendance, and as a result attendance rates are extremely high.

7. The provider regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary

7.1	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders such as staff, partner institutions and employers, on all aspects of the provider's provision, including formal learner representation, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Initial, ongoing and end-of-course feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken and recorded where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting back to the learners about the provider's response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are highly effective arrangements to obtain learner feedback using questionnaires, online quizzes and one-to-one sessions with learners. There is also an anonymous learner suggestions and feedback box that is regularly checked.

Formal learner representation is not needed at the present time as the learner body is currently small, and learners can easily make their views known. Staff feedback is also elicited in meetings and through discussion and is acted on effectively.

Learners complete survey questionnaires at the beginning, middle and end of their course. Their responses are analysed and reviewed regularly. Managers review the feedback and take any necessary action.

Responses to learner feedback are communicated orally or by e-mail. In addition, there is a suitable mechanism for reporting on what has been done in response to feedback through a notice that is maintained on the information board.

8. The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement

8.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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8.2	The provider has an effective system to monitor and analyse the results of external examinations taken by its learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Reports are compiled, at least annually, that present the results of the provider's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are effective systems for monitoring and reviewing the Provider's performance. These include analysis of stakeholder feedback and observations of teaching and learning.

ILC is not an approved centre for external examinations. Therefore, it depends on learners communicating the results of their IELTS and OET tests, for which learners have been attending the Provider's preparation classes. ILC asks its learners to let it know their examination results and these are then monitored effectively.

Reports are compiled annually, with analysis of results on attendance, learner satisfaction, retention and completion rates. A thorough self-evaluation was also available at the inspection. As a result, the Provider has successfully identified priorities for improvement and a good start has been made on action-planning for improvement.

An action plan is currently being developed, and a good start has been made in recording areas for development, action points, who is responsible for each action, and comments.

8.4 Progress against actions is not yet fully evaluated and recorded. The review process is not yet embedded in the Provider's quality assurance cycle to increase staff awareness and ownership of quality improvement targets.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

9.1	There is a written curriculum statement that is supported by appropriate schemes of work and lesson plans, leads to an effective learning experience, and is mapped to the Common European Framework of Reference for Languages (CEFR) or equivalent national standards.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	There is a suitably qualified and experienced principal or owner who is capable of managing the IELP provision effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	There is an appropriate director of studies and/or academic management team with responsibility for teaching, learning and assessment. The director of studies and/or the head of the academic management team must hold at least an appropriate internationally recognised diploma or a Master's level Teaching English as a Foreign Language (TEFL) qualification.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	Classes are timetabled and rooms allocated appropriately for the courses offered. The special educational needs and/or disabilities of the learners must be considered when allocating classrooms and a risk assessment undertaken if appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	The allocation of tutors to classes provides a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.6	There are formalised plans for providing cover for absent tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.7	The appraisal procedures for teaching staff incorporate regular classroom observation, with new tutors being observed within at least two weeks of starting teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 9.8 Tutors, including those who are recently qualified and those who are not qualified but are undergoing training, are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance learning. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management is effective. There is a written curriculum, mapped to the CEFR and supported by appropriate schemes of work and lesson plans. This provides a structured programme for the learners.

There is a suitably qualified Executive Director who manages the provision very effectively.

The Academic Manager is appropriately qualified and holds an English degree and a TEFL qualification.

Learners confirm the inspector's view that they receive a consistent and well-structured learning experience.

Classes are timetabled effectively and the needs of all learners are taken into account well. There are currently no learners with identified learning difficulties and/or disabilities.

There are plans in place for the provision of cover for absent tutors. Currently, the Executive Director takes the class or the tutors cover for each other.

Appraisal procedures include regular lesson observations. New tutors are observed during their first couple of weeks of teaching for ILC and then regularly thereafter. Lesson observation records are clear and detailed and include strengths and areas for development to improve learner experience. Peer observations are encouraged to promote comparison of different teaching styles.

There is regular provision of a range of CPD training to support tutors in their development of appropriate pedagogic techniques. Recent training has included corrections, reading comprehension, writing activities, and assessment. The Provider is very responsive to the tutors' training needs and provides a CPD session every month.

10. Courses are planned and delivered in ways that enable learners to succeed

- 10.1 Courses are designed and delivered in ways that allow learners to develop the competencies and skills that will be required for final examinations or assessments. Yes No
- 10.2 Schemes of work and lesson plans provide evidence of planning and should be appropriate to the length and type of course delivered. The needs of individual learners are also considered as part of the planning. Yes No
- 10.3 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the provider for internal awards and/or the awarding body for external awards. Yes No
- 10.4 Learners are encouraged and enabled to develop independent learning skills. Yes No
- 10.5 Any required coursework, tutorials and revision periods are scheduled in advance. Yes No NA
- 10.6 The academic or professional backgrounds, motivations and special educational needs and/or disabilities of learners are taken into account in the classroom delivery of the course. Yes No
- 10.7 The planning of courses will consider the continuous nature of learner enrolment if applicable. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Courses are well structured and enable learners to develop appropriate knowledge and skills. Regular assessments and quizzes evaluate learner achievement and progress very effectively.

There are appropriate schemes of work, and individual learner needs and aspirations are taken into account in lesson planning.

Lessons and assessments combine well to consolidate learning and ensure that learning outcomes are achieved.

Learners complete homework, assignments and presentations, and are encouraged to develop independent learning skills.

After enrolment, learners receive their personalised log-in details, with information about their course and a weekly notebook containing details about their homework and assessment. Regular tests are held, on a weekly basis, for full-time courses and every two weeks for part-time classes.

As part of the initial assessment process, learners complete a questionnaire regarding their needs and aspirations, which enables tutors to customise their learning to meet their needs effectively.

Class sizes are small, and tutors are able to adjust the learning programme to take account of new entrants. As a result, the course delivery enables learners to succeed.

11. Tutors are suitable for the courses they are allocated and effective in delivering them

11.1	The majority of tutors are appropriately qualified and experienced. They must have, as a minimum, a Trinity Certificate or a Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification that must include a minimum of six hours of observed, assessed teaching practice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Tutors who do not have the above qualifications must be working towards achieving them and must be assigned to classes appropriate to their teaching and language competence.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
11.3	Tutors provide exemplary models of spoken and written English.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Tutors have a good level of English language knowledge as well as pedagogic and communication skills that allow them to deliver the course content effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Tutors employ effective strategies to involve all learners in active participation in order to develop their accuracy and fluency in English.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All tutors are appropriately qualified and experienced and have a CELTA qualification as a minimum.

Tutors demonstrate high levels of written and spoken English and have obtained the required qualifications.

All tutors have a good level of English language knowledge and subject competence, together with pedagogic and communication skills that allow them to deliver teaching and learning effectively.

Tutors employ effective strategies and are very successful in ensuring that learners are fully engaged and using a good mixture of speaking, listening, reading and writing skills. Most classes use a good range of appropriate teaching and learning strategies, although no use of Information Learning Technology (ILT) was observed.

At times, opportunities are missed to clarify learning outcomes at the start of the session and in the lesson plans to enable learners to check whether they have achieved the main aims of the lesson. Learners participate extremely well in class and are able to increase their knowledge and develop their accuracy and fluency in English effectively as a result.

12. Learners and tutors are provided with access to appropriate resources and study materials

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners and tutors are provided with access to a range of different textbooks to facilitate language learning. Appropriate online resources are also available.

Tutors also have access to multimedia projectors and audio resources for speaking and listening.

13. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

13.1	There is a comprehensive and appropriate initial placement procedure that assesses the learners' starting level and suitability so that their progress can be effectively monitored during their studies.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Schemes of work include a schedule of formative and summative assessments that are made available to both tutors and learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
13.3	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress in order to provide appropriate learning support and/or to enable learners to change class.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Those learners who are undertaking a course leading to an external award are made aware of how their progress relates to their proposed external award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	A framework is in place to enable the effective evaluation of overall learner progress and performance against the CEFR or equivalent national standards.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.6	Oral and written feedback is given to individual learners on a regular basis that is tailored to meet their specific needs and is constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.7	Learners have appropriate access to academic support outside class hours.	<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

Initial assessment is thorough, and includes a placement test, a questionnaire and an interview that also tests learners' speaking and listening skills. Learners' starting levels are recorded and used to place them on a suitable learning programme and provide a baseline from which progress can be measured.

Schemes of work include an assessment schedule that is shared with tutors and learners.

Assessment outcomes are monitored and additional support to enable learner progress is provided where necessary. When appropriate, learners are able to move to another level of class to continue their progress.

Learners preparing for external awards are given the opportunity to complete practice tests. Constructive feedback is given that ensures learners know what they need to do to improve.

There is an effective framework in place, mapped to the CEFR, which enables learners' individual progress to be compared with their starting points.

Feedback is constructive and given to individual learners on a regular basis, in both spoken and written form, and includes feedback sheets distributed at the end of each class. Learners also have one-to-one sessions with their tutor to discuss their progress every month.

Staff are available to give academic support outside class time, and learner progress and performance are monitored very well.

14. There is a clear rationale for courses leading to unaccredited or internal awards

- 14.1 Courses are clearly described and mapped to the corresponding level of the CEFR or equivalent national standards. Yes No NA
- 14.2 There is evidence of the extent to which the awards are accepted for the purpose of employment or further study. Yes No NA
- 14.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

Courses are clearly described and mapped to the CEFR. Learners take a placement test prior to and on arrival, and their progress is assessed through a series of assessments. They receive an in-house certificate showing the level they have achieved at the end of the course.

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

- 15.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 15.2 If internal assessments, external examinations or pathway programmes are provided, the provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders. Yes No NA
- 15.3 There are clear procedures for learners to appeal against their assessment marks. Yes No NA

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

Comments

16. There is appropriate provision of advice for learners intending to proceed to employment or higher/further education

- 16.1 Learners have access to advice from a designated staff member on further study and career opportunities. Yes No NA
- 16.2 If the provider offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA
- 16.3 Learners are informed about the recognition of the qualifications for further study or employment. Yes No NA

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

Comments

Learners have access to advice from the Executive Director and the Academic Manager, who give information and advice to learners and signpost them to further sources of information. Learners receive support with writing their Curriculum Vitae (CV), cover letters and references, and have the opportunity to take part in mock interviews.

Learners are studying to improve their knowledge of English as opposed to gaining qualifications. The provision of advice is proportionate to their needs.

INSPECTION AREA - LEARNER WELFARE

17. Learners receive pastoral support appropriate to their age, background and circumstances

17.1	There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.2	Learners receive appropriate advice before enrolment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.3	Learners receive an appropriate induction and relevant information at the beginning of their course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.4	Learners are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
17.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a staff member responsible for learner welfare who is the Designated Safeguarding Lead (DSL) and is trained to an appropriate level. The staff member is accessible to learners, who are able to receive advice and support whenever they need to.

Before they enroll, learners receive appropriate advice through the Provider's website and the learner handbook.

At the beginning of their course, there is an appropriate induction where learners tour the premises and are given relevant general, academic, and health and safety information.

Learners are given a lanyard with a learner identity card that bears an emergency contact number for out-of-hours support.

There are well-implemented policies to avoid discrimination and protect against abusive behaviour and cyberbullying.

Effective safeguarding arrangements are in place and these are regularly reviewed. All staff have enhanced Disclosure and Barring Service (DBS) checks, recorded on the Single Central Register, and have received an appropriate level of safeguarding training.

There is a suitable policy and a risk assessment in place relating to preventing radicalisation and extremism. All staff have received training to protect learners from the risks associated with radicalisation and extremism.

18. Learners from outside the provider's country are provided with specific advice and assistance

18.1	Learners receive appropriate advice before their arrival on travelling to and living in the country.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.2	Learners receive appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Information and advice specific to the learners continue to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	The provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

18.5 Where possible, learners have access to speakers of their own first language. Yes No

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

Comments

Before arrival, learners receive appropriate advice on a range of issues, including visa information, travelling, what to bring, how to prepare for the British weather, bank accounts, insurance policies and electrical devices.

On arrival, learners receive an induction with information about the Provider's location, local amenities, their courses, the CEFR, whom to see if they need help, accessing a doctor, and health and safety information. This enables learners to settle in well.

Information and advice are available throughout the Provider's courses. Learners confirmed to the inspector that they felt safe and well supported.

There is a diverse team of staff, and cultural and religious considerations are supported well.

In many cases, learners have access to speakers of their first language and international learners receive effective support in what they describe as a family atmosphere.

19. The fair treatment of learners is ensured

19.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include information about what they will be required to purchase in order to take the course. Yes No

19.2 Learners have access to a fair complaints procedure, of which they are informed in writing at the start of the course. Yes No

19.3 Learners are informed if there is a local or national regulator for complaints. Yes No NA

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

Comments

Learners are enrolled on courses under fair and transparent conditions that are made clear on the website and in ILC's brochures.

There is a fair fee-refund policy. Course textbooks are supplied by ILC and no additional charges are made.

Learners have access to an appropriate complaints procedure, which is contained in the learner handbook.

20. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

20.1 Any residential accommodation is clean, safe and of a standard that is suited to the needs of learners. Yes No

20.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA

20.3 A level of supervision is provided appropriate to the ages and needs of learners. Yes No

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

Comments

21. Where home-stay accommodation is organised, the learners' welfare is ensured and the provider's relationship with hosts is properly managed

- | | | | |
|------|---|------------------------------|-----------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation that provides both a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider's location. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any home-stay accommodation is inspected before learners are placed and is subject to regular reinspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.3 | The provider has appropriate contracts in place with any hosts clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | Appropriate advice and support are given to both hosts and learners before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Clear monitoring procedures are in place, with opportunities for learner feedback, and prompt action is taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

22. The provider has an appropriate social programme for learners and information on leisure activities in the area

- | | | | |
|------|---|---|---|
| 22.1 | Learners are provided with appropriate information on opportunities for participation in events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.3 | The social programme provides appropriate opportunities for learners to extend their learning outside the formal curriculum. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.4 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 22.5 | Any social activities organised by the provider have been subject to a risk assessment and are supervised by a responsible representative of the provider, if required. | <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

Learners receive good information about events and activities through displays on the notice boards, social media groups and word-of-mouth recommendations. Activity plans are posted every day.

Learners make suggestions and are given options regarding their social programme, which is very responsive to the needs and wishes of learners.

There is an excellent social programme that includes activities every Friday afternoon. There are a variety of activities including games, trips to the park, film nights and celebration of special days such as Easter, Eid, Women's Day or Saint George's Day. These activities are very effective in increasing learner interaction with each other, building confidence and extending language learning, especially in speaking and listening skills.

The majority of activities arranged by ILC are free. Occasionally, activities have a cost, but affordability is considered and any costs are clearly communicated.

Risk assessments are completed for social activities, and a member of staff is always present at events organised by the Provider.

INSPECTION AREA - PREMISES AND FACILITIES

23. The provider has secure possession of and access to its premises

23.1	The provider has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<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

ILC has a three-year lease on the building.

24. The premises provide a safe, secure and clean environment for learners and staff

24.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	Access must allow all users of the provider, including those with special educational needs and/or disabilities if such learners are enrolled, to enter and leave the premises safely and easily, including in emergency situations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.4	General guidance on health and safety is made available to learners, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.6	There is adequate circulation space for the number of learners and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.8	There is adequate heating, cooling systems, and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Access to the premises is through the front door and visitors are met at reception. There is an intercom system on the front door and access is appropriately secure.

There are steps to the entrance at the front. Currently, there are no learners enrolled who have access difficulties and everyone can enter and leave the premises safely. It would be possible in the future to make the back door accessible if a learner with a disability applied to ILC.

The premises are maintained in good repair, are well decorated and clean, and provide an environment that is conducive to learning.

General guidance on health and safety is made available on notices throughout the premises. Learners and staff receive clear information at induction. Visitors must sign in and out and are informed of fire exits. There is no printed checklist to ensure that all visitors receive consistent health and safety advice.

Signage on fire safety and first-aid information is clear. Notice boards contain an excellent range of general information, including places to visit, activities, learner of the week, local amenities, safeguarding issues, e-safety, and information about whom learners can talk to if they need support.

There is a suitable area in which to receive visitors and adequate circulation space for learners and staff.
 There are two toilets, which are clean and well maintained. This is sufficient for the current number of learners. There are plans to increase these facilities as learner numbers increase.

Heating systems are adequate. There are opening windows throughout the property and ventilation is good.

25. Classrooms and other learning areas are appropriate for the courses offered

- | | | | |
|------|--|---|---|
| 25.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Classrooms and any specialised learning areas (e.g. computer rooms) are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.3 | There are facilities suitable for conducting the assessments required for each course. | <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

There are five classrooms, four of which are a good size, with room to accommodate larger groups of learners effectively, and one that is used for small groups.

Classrooms are all equipped with chairs and tables, which allows learners to work comfortably, as well as notice boards, and a whiteboard. Multimedia projectors and audio equipment are available.

There are adequate facilities for conducting assessments, and learning areas are very suitable for the courses offered.

26. There are appropriate additional facilities for learners and staff

- | | | | |
|------|---|---|---|
| 26.1 | Learners have access to sufficient space and suitable facilities for private study including library and Information Technology (IT) resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Teaching staff have access to sufficient personal space for preparing lessons and marking work. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 26.3 | Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.4 | Learners and staff have access to adequate storage for personal possessions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners have access to classrooms and a learner lounge as well as an area in which there are sofas, tables and chairs, computers for learner use, and a water dispenser. Consequently, learners are able to study, consume food and relax.

Teaching staff have a tutor room with desk and computer facilities, and an area in which to relax. There is a small kitchen for staff use which is appropriately equipped.

Staff are able to store personal possessions in their tutor room, which is lockable. There is no specific storage area for learners' personal possessions, who are encouraged to keep their belongings with them to keep them safe.

There are individual offices and rooms where staff can hold private meetings. Staff meetings are held in the tutor room.

Administrative offices are adequate in size and equipped with all necessary resources. Consequently, facilities meet the needs of learners and staff and are appropriate for the effective administration of the Provider.

INSPECTION AREA – ODBL (if applicable)

27. The provider is effectively managed

27.1 There is a suitably qualified manager with experience in the field of online, distance Yes No and blended learning (ODBL) who has responsibility for teaching, learning, achievement and the management of the tutor body.

27.2 Data-collection and collation systems include the accurate logging of online tutor and Yes No learner activity.

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

Comments

28. The provider takes reasonable care to recruit and enrol suitable learners for its courses

28.1 Learners are made aware of the necessary level of digital literacy required to follow the Yes No programme.

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

Comments

29. Academic management is effective

29.1 The provider has a robust tutor recruitment system that is designed to ensure the Yes No safety of the learners. The recruitment process for tutors working remotely includes a face-to-face and/or online interview.

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

Comments

30. Tutors are suitable for the courses they are allocated and effective in delivering them

30.1 The tutors have the expertise to give individualised instructional service to each learner Yes No and have an understanding of the special challenges and demands of ODBL.

30.2 All academic enquiries from learners are handled promptly and sympathetically. Yes No

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

Comments

31. Learner materials are appropriate to the medium of delivery and are effective

31.1 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. Yes No

31.2 Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. Yes No

31.3 Tutors make effective use of appropriate teaching aids and learning materials, including online resources such as forums and social media platforms. Yes No

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

Comments

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

32.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services. Yes No

32.2 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 learners, tutors and staff working remotely. Yes No

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

Comments

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

33.1 The provider has processes to verify that the learner who registers on the programme is the same learner who participates in, completes and receives the credit. Yes No NA

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

Comments

34. Learners receive pastoral support appropriate to their age, background and circumstances

- 34.1 After enrolment, the applicant has the benefit of a stated 'cooling-off' period during which they can cancel the enrolment. Yes No
- 34.2 The provider ensures that learners understand any system requirements and have access to appropriate technical advice to assist with technical problems that are the provider's responsibility. 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, ADMINISTRATION AND QUALITY ASSURANCE

Provider's strengths

The very positive, learner-centred management ethos ensures that learners feel at home quickly and settle into their courses well.

Communication is highly effective and staff demonstrate an excellent team spirit that enables them to work together very well to enhance the learner experience and to support each other.

A highly effective system provides monthly CPD that is responsive to tutors' needs and enhances the learner experience.

Learner satisfaction rates are excellent.

Actions required	Priority H/M/L
8.4 The Provider must ensure that progress on action points is evaluated and recorded, and fully embedded in the quality assurance cycle.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

A robust system for assessing learners' starting points and progress, mapped to the CEFR, identifies learners' needs and enables effective monitoring of achievement.

There are high levels of active learner participation in lessons, which enables them to develop skills and gain confidence in speaking and listening.

Learner attendance and completion rates are excellent.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER WELFARE

Provider's strengths

A strong ethos of care and support for learners enables them to feel safe and facilitates their learning.

An excellent weekly activities programme is fun, encourages learners to interact with each other, and supports the development of their confidence and language skills.

there is excellent rapport between staff and learners.

A welcoming family atmosphere and the commitment of all staff enhance the learner experience.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The well-maintained building provides an environment that is conducive to learning.

An excellent range of relevant information, on a variety of topics, is provided for learners on attractively presented notice boards.

There are good facilities for study and relaxation.

Good risk management provides learners with a safe learning environment.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

ILC should consider increasing the variety of teaching and learning activities, including the use of ILT.

It is recommended that clear and achievable learning outcomes are recorded on lesson plans and communicated clearly to learners at the start of their lessons.

It is recommended that a printed checklist is provided at reception to ensure that all visitors receive consistent health and safety advice.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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