



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION

including Supplementary Inspection on Change of Management / Teaching (Independent English Language Provider)

PROVIDER: International Language College

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

HEAD OF PROVIDER: Mr Tony Martin

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 14–15 November 2022

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 10 March 2023

PART A – INTRODUCTION

1. Background to the provider

International Language College (ILC/the Provider) is a privately owned educational institution with a sole proprietor, offering a variety of English Language courses. The Provider offers courses in General English from beginner to advanced level, preparation classes for the International English Language Testing Service (IELTS) and Occupational English Test (OET) examinations, and Business English as required. All classes are offered in person.

ILC is based in a converted townhouse in Newcastle-upon-Tyne in the United Kingdom (UK). The school occupies the entire building, covering four floors.

The Provider aims to understand learners' language needs and help them to meet their goals. The aim is to help learners develop their confidence and competence in using English as a tool for communication.

The Proprietor is not actively involved in the operational management of the school. The School Director (SD) oversees day-to-day operations, supported by the Assistant School Director (ASD). The teaching and administration team support managers and assist in the day-to-day running of ILC.

ILC opened in January 2020, offering General English classes and IELTS preparation classes. In August 2021, OET preparation classes were added to the school curriculum in response to demand in the local area. All General English courses follow the Common European Framework of Reference for Languages (CEFR).

2. Brief description of the current provision

ILC offers in-person General English classes at beginner, elementary, pre-intermediate, intermediate, upper intermediate and advanced levels. Other courses offered include OET and IELTS preparation classes. Business English and one-to-one tuition are available on request. Summer school courses are also being planned.

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. During the inspection, General English classes were running at the full range of levels, together with one-to-one tuition in OET and General English.

At the time of the inspection, there were 53 learners enrolled in classes, all of whom were over the age of 18 years. The total capacity is 100. The majority of learners were female and come from a diverse range of countries, including Ukraine, Saudi Arabia, Iran, Japan, Brazil, Korea, Colombia, Mexico, Russia, Cameroon, Spain, Somalia, Chile, Sudan and Lithuania.

Enrolment is on a continuous basis. For all General English classes, the normal day of enrolment is Monday. For IELTS and OET, there are set start dates for each course. IELTS courses run for eight weeks and OET courses for seven weeks. Learners enrol in advance of the start date of the course.

Learners complete an application form, a placement test and an interview to determine their level before being placed in an appropriate class.

3. Inspection process

The inspection was carried out on site by one inspector over one and a half days. Meetings were held with the SD, the ASD, the Social Programme and Welfare Lead, the Administration Manager, teaching staff and learners. Teaching and learning were observed, and documentation was scrutinised. A tour of the main premises and facilities was carried out. The Provider made available all necessary information and co-operated effectively with the inspection.

4. Background to the supplementary inspection

Owing to staff changes, this was a supplementary inspection of management and teaching and learning, as well as an interim inspection.

5. Inspection history

Inspection type	Date
Full Accreditation	1–3 June 2021

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

Since the last inspection, there have been substantive staff changes. At the beginning of 2022, a fully qualified SD was appointed, together with an ASD and new teaching staff.

All teaching staff are now qualified with a minimum of a first degree and the Certificate in Teaching English to Speakers of Other Languages (CELTA).

An electronic School Management System (SMS) has also been introduced to record and track learner progress.

2. Response to actions points in last report

8.4 The Provider must ensure that progress on action points is evaluated and recorded, and fully embedded in the quality assurance cycle.

The Provider has introduced a system of quarterly quality assurance reviews, when progress on identified areas for development is evaluated and recorded in the minutes. This information has been transferred to a spreadsheet with columns indicating specific action points, who is responsible for the action point and by when it is to be completed, with a column for the evaluation of progress. The new improvement planning system provides a much clearer overview of quality improvement action points and progress and is an important part of the quality assurance cycle.

3. Response to recommended areas for improvement in last report

ILC should consider increasing the variety of teaching and learning activities, including the use of Information Learning Technology (ILT).

Resources to enable the use of ILT, such as televisions, computers and multimedia projectors, have been installed in all main classrooms. Therefore, tutors now have access to suitable resources to provide a good variety of interactive teaching and learning activities.

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.

ILC delivered course design and lesson planning training to all teachers to emphasise the importance of stating realistic learning outcomes in every session. All lesson plans now contain clear learning outcomes, and tutors are now sharing these with learners to enable them to see the big picture of what they will learn in the session. Tutors are required to record the lesson aims and outcomes on the SMS, helping to ensure achievable goals are being set for each lesson.

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

There is now a printed checklist at reception, and the receptionist provides consistent health and safety advice.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing, Administration & Quality Assurance (supplementary inspection)

The numbers below refer to the standards as presented in the Independent English Language Provider scheme document and main full inspection report

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

ILC is effectively managed. There is a clear statement of its mission and goals that is regularly reviewed, well communicated and effectively implemented.

The organisation chart clearly delineates the management structure. The SD is supported by the ASD, a small team of teachers and an administrator, and meets with the Proprietor at least once a month to discuss strategic and financial matters.

Leaders and managers have clear roles and responsibilities and are effective in carrying these out. Senior managers are well qualified and experienced and hold the Diploma in Teaching English to Speakers of Other Languages (DELTA).

Continuing Professional Development (CPD) is organised on a regular basis and has included, for example, the new digital SMS, course design, language learning strategies, communicative controlled practice and sharing best practice on learning activities.

There is a staff meeting each month when minutes are taken, plus email and social media group communication. The SD has a very effective open-door policy and encourages staff to share ideas and concerns. 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

ILC has effective administration. Administrative staff carry out their role effectively, are suitably qualified and experienced and have a clear understanding of their responsibilities. The team is of sufficient size to enable the smooth operation of the Provider.

Administrative support is well defined in job descriptions and clearly understood.

Policies and procedures are well documented and disseminated effectively. There is a shortened version of the policies in the learner handbook, and the full policies are displayed below the learner noticeboard.

The SMS has improved the efficiency of data collection and collation. The current systems are effective and provide the necessary information to monitor attendance and progress well.

Records of contact details of learners are accurate, up to date and accessible when needed.

ILC has a system for ensuring that data is secure and follows the guidelines for data protection appropriately.

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

Appropriate managerial and administrative staff are employed. Effective procedures are implemented for the recruitment and ongoing support of suitably qualified and experienced staff.

All staff have completed Disclosure and Barring Service (DBS) checks, which are recorded on the Single Central Record of appointments.

All qualifications are checked, and references are verified and documented before employment.

Performance management systems are effective, and staff appraisals are carried out every six months. As a result, training needs are recognised 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 should include details about the 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

The website provides an accurate picture of the Provider's location and the range of resources and services offered.

Accurate and up-to-date course information is provided, and details of course fees and application procedures are clear. There are no additional costs.

All material published in English is proof-read for accuracy. Publicity material gives a comprehensive and accurate description of the ILC and its curriculum, which enables potential learners to make informed choices.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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	Where recruitment agents are employed, they 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 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

ILC takes great care to recruit and enrol suitable learners. Learners complete an application form, a placement test and an interview to determine their level before being placed in an appropriate class.

Learners receive comprehensive information regarding the courses for which they apply. Prospective learners receive a response to any queries on the same day or the following business day.

Prospective agents are interviewed and briefed and, if selected, enter into a contract with the Provider. Learners are asked for feedback on the recruitment agents to enable effective monitoring and evaluation to ensure accurate information is provided.

Placement tests and interviews are used very effectively as part of initial assessment to determine the language levels of the learners before placing them in a class at an appropriate level. This is reassessed by the teacher, and the learner is moved if it is considered that a different class would better meet their needs. As a result, learners were happy that their class was meeting 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

The policy on attendance and punctuality is clear. It is communicated to learners prior to arrival and forms part of the induction and is published in the learner handbook.

Attendance recording is thorough and accurate. Registers are taken in class, and the tutor also records this electronically. Attendance data is collated centrally and systematically reviewed by the administrator.

Learners are expected to inform ILC if they are unable to attend a class. If no message has been received, immediate contact is made with the learner to ascertain the reason for their absence. Learners only receive a certificate if their attendance meets the attendance rate set by the Provider. The overall level of attendance is good.

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 effective arrangements in place to obtain learner feedback that include questionnaires, one-to-one sessions with learners and an anonymous learner suggestions and feedback box that is regularly checked.

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

Learners complete survey questionnaires at the beginning and the end of the course. These are analysed and reviewed regularly. The Provider is working to further refine the survey questions to enable easier comparisons of learner views at different times and to sharpen the focus on specific areas for improvement.

Managers review the feedback and take any necessary action. This is recorded on the new quality improvement action plan.

Responses to learner feedback are communicated orally or by email, as well as through a notice 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 |
| 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 <input type="checkbox"/> NA |
| 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

ILC uses effective systems for monitoring performance, which include analysis of stakeholder feedback, observation of teaching and learning and staff appraisals every six months.

As ILC is not an approved centre for external examinations and the Provider has a system to encourage learners to communicate the results of their IELTS and OET tests. These results are monitored when provided.

Senior managers are in the process of developing an annual self-evaluation report that includes data analysis of attendance, learner satisfaction, retention, achievement and completion rates. This will provide the foundation for year-on-year analysis and the identification of trends and areas for development.

The Provider has successfully identified priorities for improvement and a good start has been made in action-planning for improvement.

The Provider has introduced a system of quarterly quality assurance reviews, when progress on identified areas for development is evaluated and recorded in the minutes. This information has been transferred to a spreadsheet with columns indicating specific action points, who is responsible for the action point and by when it is to be completed, with a column for the evaluation of progress and impact.

This new improvement planning system provides a much clearer overview of quality improvement action points and progress and is an important part of the quality assurance cycle. It represents a very effective step in facilitating monitoring and review and will enable more efficient oversight.

4.2 Teaching, Learning and Assessment (supplementary inspection)

The numbers below refer to the standards as presented in the Independent English Language Provider scheme document and main full inspection report

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

and/or the head of the academic management team holds at least an appropriate internationally recognised diploma or a Master's in Teaching English as a Foreign Language (TEFL) qualification.

9.4	Classes are timetabled and rooms allocated appropriately for the courses offered. The special educational needs and/or disabilities of the learners are considered when allocating classrooms and a risk assessment is 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 <input type="checkbox"/> NA
9.7	The appraisal procedures for teaching staff incorporate regular classroom observation, with new tutors being observed within at least two weeks of their 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management is effective. The written curriculum, mapped to the CEFR, has recently been reviewed and updated and is supported by appropriate schemes of work and lesson plans. This ensures a structured programme of learning is provided for the learners.

The school directors are appropriately experienced and qualified to a high standard and are entirely capable of managing the provision very effectively.

Classes provide a consistent learning experience and learners confirm the inspector's view that their learning experience is well structured and meets their needs effectively.

Classes are timetabled and classrooms allocated appropriately for the benefit of the learners. There are formalised plans in place for the provision of cover for absent tutors.

Appraisal procedures for teaching staff include regular lesson observations. New tutors are observed in their first couple of weeks. All staff have an appraisal every six months.

There is a regular provision of a range of CPD to support tutors in developing pedagogic techniques. Recent training has included course design based on needs assessment for complicated attendance patterns, language learning strategies, communicative controlled practice, and sharing best practice on teaching and learning activities. Tutors confirmed that they found the training very helpful and that it had enhanced their teaching. Inspection findings confirm this.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Schemes of work and lesson plans provide evidence of planning and are appropriate to the length and type of course delivered. The needs of individual learners are also considered as part of the planning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.4	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

10.5	Any required coursework, tutorials and revision periods are scheduled in advance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.7	The planning of courses considers the continuous nature of learner enrolment if applicable.	<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

Courses are well planned and enable learners to develop the appropriate knowledge and skills. Regular assessments evaluate learner achievement and progress very effectively and enable learners to move to the next level when appropriate.

Lesson plans and schemes of work take individual learner needs and aspirations into account.

Learning outcomes are clear in lesson plans, and learning is consolidated and assessed to ensure learning outcomes are achieved.

Learners complete homework and are encouraged to develop independent learning skills through home study.

As part of the initial assessment process, learners complete a questionnaire regarding their needs and aspirations, which enables tutors to customise their learning. Tutors demonstrate good knowledge of their learners through the class profile and focus on the skills that learners need to develop.

Continuous needs assessment, coupled with guidance on home study, mitigates problems caused by complicated attendance patterns. Each class session is designed to stand alone, and class sizes are small.

Tutors adjust the learning programme to take account of each learner's needs. Learners are enabled to develop new skills and gain confidence in using the English language. Consequently, 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 have, as a minimum, a Trinity Certificate or a Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification that includes 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 are working towards achieving them and are 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 allows 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

Suitable tutors are employed who deliver courses effectively. All tutors are appropriately qualified and experienced and have a degree and CELTA qualification as a minimum.

Tutors demonstrate high levels of written and spoken English.

All tutors have pedagogic and communication skills that allow them to deliver teaching and learning effectively. They have excellent levels of English language knowledge and subject competence.

Learners participate extremely well. They are able to increase their knowledge and develop their accuracy and fluency in English. Classes are lively and learners are fully engaged and use a good mixture of speaking, listening, reading and writing skills. All classes use a range of appropriate and engaging teaching and learning strategies.

Tutors employ effective strategies, and learners participate in lessons extremely well. As a result, they are able to develop their skills and increase their knowledge, accuracy and fluency very effectively.

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

The teaching and learning resources that are requested by the tutors are provided speedily. There is a range of good-quality textbooks to facilitate language learning, and learning materials are added constantly.

Tutors also have access to multimedia projectors and audio resources for speaking and listening activities. As a result, learners are able to develop their skills and benefit from a variety of learning resources.

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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 student 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

Learners receive effective assessment and feedback. The initial assessment process is thorough and includes a placement test, a questionnaire and an interview that also tests speaking and listening. 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 test at each level, which is used when tutors consider a learner to be ready. This, together with tutors' professional judgement, is used to monitor progress and determine when a learner is ready to move to the next level. Assessment outcomes are monitored, and additional support to enable learner progress is provided where necessary. Learners can make an appointment for a tutorial for extra support when they wish.

Learners preparing for external awards complete practice tests and receive constructive feedback, which ensures they 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 monitored against their starting points.

Learners receive constructive oral feedback in class. Tutors provide a written report of their progress every week on the SMS, which is accessible to learners. This is informative and constructive and ensures learners know how they are progressing. It is, however, written in the third person, rather than addressing the learner directly, which would be more effective for an adult audience.

Staff are always ready to give academic support outside class time, and learner progress and performance are monitored very well. As a result, learners know how they are progressing and what they need to do to improve.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.2 | There is evidence of the extent to which the awards are accepted for the purpose of employment or further study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 14.3 | External moderators are involved in the assessment process. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> 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. Provided they also meet attendance requirements, 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | There are clear procedures for learners to appeal against their assessment marks. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

4.3 Learner Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Learners receive excellent pastoral support. There is a suitable named person responsible for learner welfare, who is effectively supported by the administrator who is also the receptionist. The administrator is also in constant contact with the learners and organises the induction and the social programme.

Appropriate information is provided to international learners before their arrival on a range of relevant issues, such as what to bring, visas, insurance, bank accounts, electrical devices and British weather. On arrival, they are given support regarding local amenities, their learning programme, health and safety, accessing a doctor, local information and so on. Learners told the inspector that they feel safe, and they very much appreciate the friendly atmosphere and the support they receive.

All staff have enhanced DBS checks, recorded on the Single Central Record. There is a suitable policy and a risk assessment, and all staff have received training to protect learners from the risks associated with radicalisation and extremism.

Learners are treated fairly. They enrol under transparent conditions, which are made clear on the website, and there is a fair refund policy.

There is an excellent social programme with either free or affordable activities, such as trips, bowling, food festivals and museum visits.

Levels of learner satisfaction with their learning and welfare are extremely high.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Signs outside the building are clear. Access to ILC is through the front door, which is visible from reception, and visitors sign in and out. As a result, the premises provide a safe and secure environment for learners and staff.

All staff, learners and visitors are able to enter and leave the premises safely. There are steps to the entrance at the front and the premises are arranged over four levels. If a learner has mobility issues, they are offered a classroom on the ground floor.

The premises provide an environment that is conducive to learning. Everywhere is clean, well decorated and well maintained. There is a suitable area in which to receive visitors, and the receptionist provides health and safety information.

Noticeboards provide a good range of general information and make clear how learners may access support. Fire safety and first-aid notices are mostly clear, but information on evacuation procedures and the emergency assembly point are too wordy and may not be understood by beginner-level learners.

There are six classrooms, two of which are only suitable for small groups. Classrooms have good natural light and are fit for purpose, with suitable tables, chairs, whiteboards and multimedia projectors. Learners are able to work comfortably and to access resources.

Teaching staff have access to sufficient space to prepare and mark work, as well as a kitchenette. There is a learner common room where learners can relax and consume food and drink. Administrative offices are suitable for the needs of the staff and contain all necessary resources.

Consequently, premises and facilities meet the needs of current learners and staff and are appropriate for the needs of the organisation.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

There are very high levels of learner satisfaction with their learning and the support they receive.

Classes are lively and interactive, with competent, enthusiastic tutors who encourage learner participation and skills development.

The administration systems are greatly improved with the use of a new SMS, which has streamlined data collection and collation processes.

Written weekly feedback is accessible to learners on the SMS and provides constructive feedback for learners and facilitates oversight of learner progress.

ACTIONS REQUIRED

None

High Medium Low

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

ILC is recommended to consider the audience for the learner feedback on the SMS and speak to the learner directly with specific examples of what has been done well and what they can do to improve.

ILC is recommended to ensure that emergency evacuation and assembly point notices are clear and easy to understand by non-native speakers.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE
