BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP)

Full Inspection

NAME OF PROVIDER: Babel Fish Limited

ADDRESS: Heritage Cottages
Trenance Road
Newquay
TR7 2HW

HEAD OF PROVIDER: Mr Alex Trumble

DATE OF INSPECTION: 15–16 & 19 April 2024

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 27 June 2024

PART A – INTRODUCTION

1. Background to the provider

Babel Fish Limited (Babel Fish/the Provider) is a privately owned company offering English language courses to non-native speakers. Courses are offered both to adults and to groups of school children.

Babel Fish was established in 2011 and delivered English language classes from the proprietor's home and also offered surfing. In 2016, Babel Fish moved to its current premises and, through a growing network of agents, has started to provide courses for groups as well as individual participants.

Babel Fish is based in Newquay, Cornwall in the United Kingdom (UK), within the grounds of a park and as part of a group of cottages. Courses are delivered at its premises and in classrooms at the nearby Centre for Wildlife Education on Cornwall College's Newquay campus. These classrooms were not being used at the time of this inspection. It is intended that they will be used during the busy summer holidays,

Babel Fish aims to offer engaging English language classes in a friendly school environment, alongside meaningful and impactful experiences that enrich people's lives through unique learning experiences. To this end, staff provide opportunities for participants to learn to surf and to explore the culture of Cornwall.

The Principal of Babel Fish, who is the sole proprietor and Managing Director, is supported by an Operations Manager, an Academic Manager, and a team of activity supervisors.

Accessing additional premises at a local college has enabled the business to grow further, particularly with the short-stay market that is made up of school groups that come to Babel Fish for three or four nights.

2. Brief description of the current provision

Babel Fish offers in-person teaching through various course options for adult participants. The individual participants book independently and groups book courses through agents.

Full-time courses of 15 hours a week are offered in General English, Surf and Study, and English with Cornish Tourism. A slightly longer General English course of 20 hours a week is also offered. In addition, a full-time, 30-hour English language course for adults using German employment leave provisions, which is known as Bildungsurlaub, is available on request.

Babel Fish also offers a short-stay School Group Activity Programme of four days or two weeks to pre-booked groups of under-16s, with English tuition in the morning and trips or activities in the afternoon. The school groups are provided with host-family accommodation. The school groups are accompanied by teachers from their school.

All courses are offered on a face-to-face basis.

Most participants are operating at Level B1 (Intermediate) or B2 (Upper Intermediate) in English, according to the Common European Framework of Reference for Languages (CEFRL). The vast majority of participants come from countries in Europe.

At the time of the inspection, there were two courses operating. There were 38 participants from France on a four-day School Group Activity Programme. The participants have English language tuition in the morning and trips or activities in the afternoon.

Participants were aged between 13 and 15, and 24 were female and 14 were male. In addition, there was one male Swiss participant aged over 18 on the 15-hour General English Language programme.

The Provider's total capacity is 80 participants a week.

There are no entry requirements needed for the courses offered, because participants do not study towards any qualifications. However, if during the enrolment process, an applicant states that they have no knowledge of English, then a discussion may take place online regarding the suitability of the course being offered.

3. Inspection process

The inspection was conducted by a single inspector over two days, followed by one day working remotely. Meetings were held with the Managing Director, the Academic Manager, the Operations Manager, who is also the administrator, tutors, participants and activity supervisors. Three class observations were conducted. The site at Heritage Cottages, the additional classrooms at a local college were inspected. The inspector also discussed the surf training with an instructor on the local beach and reviewed and observed the arrangements for that activity. A range of documentation was reviewed. The staff co-operated fully and positively with the inspection.

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

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

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

Comments

The Provider is effectively managed. The Provider's management structure is clearly described and the roles are fully understood by full-time and part-time staff. The analysis of managers' Curricula Vitae (CVs) and interviews demonstrate that they are very experienced and well qualified to undertake their roles. The Managing Director and Operations Manager have both worked for, and in the case of the Operations Manager managed aspects of, large language colleges. Managers apply this expertise to running this small school effectively. Communication is effective. Good use is made of management and teachers' social media groups to communicate relevant information. Many meetings take place. Some meetings are informal and are not recorded, but the more formal key meetings that take place are recorded, including any actions required. As a result, staff are well informed and understand the Provider's priorities well. The mission and goals are clearly described in the staff handbook. These help to express the distinctive features of Babel Fish. Annual reports are produced that review the Provider's work, including its goals. Document scrutiny and discussions indicate that Babel Fish has an appropriate risk management strategy that includes financial risks. The policies and procedures have been recently reviewed and implemented. Accounts, reviewed by the inspector, are audited annually by a professional accountant to ensure financial probity and transparency.

2.	The administration of the provider is effective	
2.1	Administrators are suitably qualified or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No

2.2	The size of the administration team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its staff, participants and trainers.	☒ Yes ☐ No

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

Comments

Analysis of the administrator's CV and interviews demonstrate that she is well qualified with an appropriate Institute of Leadership and Management (ILM) qualification. She has significant experience from previously working with, and managing at, a very large language school and is highly effective. As a result, the effective day-to-day running of the Provider is assured.

Administrative policies and procedures are clearly defined and well understood, resulting in procedures being undertaken efficiently. Policies are regularly reviewed and updated. All policies are available in the office for staff to read through to refresh. All staff are notified about any changes to policies.

The inspector reviewed the policies and online system in place. Administrative policies, procedures and systems are up to date and disseminated through the good use of a comprehensive online management tool which has been specifically designed for language schools. This software is used well to support the administrative functions. For example, the software records participants' classes and personal data. It also holds out host family information and staff documents along with enrolment data.

The online management tool, the use of which was reviewed as part of the inspection, is used to collect and collate the necessary data to support the administration of the Provider effectively.

Comprehensive personal records for participants and trainers are stored electronically and kept up to date.

The data is kept very securely on the cloud-based online system. Data is password protected. No personal data is stored locally on computers, and all data is accessed through gated passcodes. The staff handbook has clear and appropriate instructions regarding the use of data and keeping it safe.

3.	**The provider recruits appropriate staff**	
3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff, which include, for self-employed staff, the development of a signed performance service level agreement.	☐ Yes ☒ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes an online interview with cameras turned on.	☐ Yes ☐ No ☒ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which for trainers, includes regular, scheduled course delivery observations.	☐ Yes ☒ No
3.5	All staff are treated fairly as per the provider's own published policies and they have access to an appropriate grievances and appeals procedure.	☒ Yes ☐ No

3.6	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

The Provider recruits appropriately qualified and experienced staff. Babel Fish employs effective staff recruitment practices. Qualifications and all required background checks are carried out before recruitment. In person interviews with prospective staff take place.

3.1 Babel Fish does not currently use performance-level agreements for self-employed staff to ensure that managers' expectations are clearly stated and understood.

Qualification certificates are checked and verified as part of staff onboarding, with copies of qualifications stored. Accurate records are kept on the staff training log and stored electronically.

All interviews are conducted in person as Babel Fish does not have any staff working remotely.

The performance of staff is effectively reviewed, and feedback provided as required. This includes effective feedback for teaching staff following lesson observations.

3.4 Appraisals are currently informal, but the Provider would benefit from recorded appraisal records that identify good practice, areas for development and any professional development required.

Recorded lesson observations are undertaken by the Academic Manager to quality assure the training undertaken. The most recent observations were undertaken in February 2024, and these are usually undertaken seasonally to include the busiest periods. The observations scrutinised were of a very high quality. The records were detailed and clearly identified good practice and any areas for development.

Staff are treated fairly and in a supportive manner and as a result, staff report that are happy to work at Babel Fish. The staff handbook clearly describes the policies that inform staff conduct, including appropriate grievance and appeals procedures.

Management and administrative staff are well supported in their Continuing Professional Development (CPD). For example, recent training has been provided to further develop staff skills in the advanced use of spreadsheets and management software.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities, and the range and nature of resources and services offered.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate, readily accessible and up to date.	☒ Yes ☐ No
4.3	Participants are informed of the full cost of all courses, including the costs of any assessments, activities and required materials prior to enrolling at the provider.	☒ Yes ☐ No
4.4	The information provided ensures that participants are well informed of the status of the qualifications offered, including the awarding body and level of award.	☐ Yes ☐ No ☒ NA
4.5	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the Provider and its courses.

Publicity materials on Babel Fish's website and in its brochure are informative and accurate. The website is well designed and easy to navigate.

The website provides applicants with up-to-date, comprehensive information regarding the courses on offer.

All the course costs are clearly described in the enrolment documentation that is sent to applicants.

Babel Fish does not offer qualifications and the focus is largely on developing conversational skills in English.

A range of key policies, such as for safeguarding, prevention of radicalisation, fire safety, safe recruitment and so on, is available on Babel Fish's website.

5.	The provider takes reasonable care to recruit and register suitable participants for its courses	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course are set at an appropriate level and are clearly stated in the course descriptions that are made available to prospective participants.	☐ Yes ☐ No ☒ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements, and any claimed qualifications are verified.	☐ Yes ☐ No ☒ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	Participants receive a proper initial assessment, which includes language ability, to confirm their capability to complete the course on which they are enrolling.	☒ Yes ☐ No ☐ NA
5.6	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its courses.	☒ Yes ☐ No
5.7	International recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

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

Comments

Staff at Babel Fish take considerable care to recruit and register suitable participants for the course. The Provider ensures that the specific courses on which participants are registered meet the individual participants' expectations and needs. Applicants are provided with appropriate information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.

There are no entry requirements needed for the courses offered, because participants do not study towards any qualifications.

If, during the enrolment process, an applicant states that they have no or very little knowledge of English, then a discussion may take place regarding the suitability of the course being offered.

A placement test is used to ensure that participants are placed on the right level of course, based on their skill in conversational English. In addition, a participant self-assessment form is completed that identifies what their strengths are and what their focus for attending the course is. The content of the assessment form covers relevant topics such as idioms and phrasal verbs.

Staff respond to all application enquiries promptly and usually on the same day. An online booking form is employed after the initial contact.

International recruitment agents are properly selected, briefed, monitored and evaluated. Agents are vetted before use, and several have visited Babel Fish to ensure that they have a good understanding of the courses offered. In addition, the Managing Director carries out visits to meet with agents.

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

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

Comments

A clear lesson attendance policy is in place, of which participants are aware, is communicated through the handbook and reinforced during the welcome session.

Registers are kept and updated after each lesson. Accurate records of attendance are maintained electronically.

Management is informed of any missing participants within five minutes so they can attempt to find the participant. If a participant from a school group is absent or late, the host family would be contacted.

For groups, the school group leader, who will be a teacher from the participant's home school with a supervisory role, would also be informed so that the missing participant can be found promptly.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☐ Yes ☒ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews and analysis of appropriate data, including participants' progress from their starting points, course completion rates, achievement rates, participants' destinations, participant and other stakeholder feedback and action plans.	☒ Yes ☐ No
7.7	Action plans, including those for improvement are implemented and regularly reviewed with outcomes reported to management.	☒ Yes ☐ No
7.8	Good practice is effectively identified and disseminated across the provider.	☒ Yes ☐ No

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

Comments

Managers at Babel Fish have effective systems to monitor their standards and assess the performance of the school with a view to continuous improvement. Annual reviews are undertaken carefully and include the outcomes of the Provider's reflection on how it has met its key quality indicators on topics such as participants' satisfaction on the training, the leisure activities and homestay arrangements. These are based on participant feedback.

Participant feedback is obtained at the end of each course. It is collated and analysed, and graphs are produced showing progress over time. This information used effectively to inform the Provider's annual review of performance.

The feedback is reviewed by management once a week. In addition to formal written feedback, there are regular check-ins with individual participants to check their levels of satisfaction with the course. For groups, group leaders have regular check-ins to ensure that if there are any issues, these are dealt with swiftly.

The participant feedback that was analysed as part of the inspection is positive. Teaching and activities are highly regarded in the feedback. Considerable repeat business takes place, indicating a good level of satisfaction. Appropriate action in response to the feedback is undertaken by managers as required.

7.5 There is no mechanism for reporting to participants what the Provider has done in response to their feedback. As a result, participants are unaware of the action that the Provider has undertaken to address their feedback.

Annual and seasonal reports are created that include the analysis of data comparing feedback year by year. Action plans are clearly set out, including the next steps required. The action plans do not always include sufficiently specific targets connected to the actions, with timescales for completion and details of the person responsible for the action.

Good practice is effectively identified and disseminated across the Provider. Team meetings and the staff social media discussion groups allow for the effective dissemination of good practice.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.	Course management is effective	
8.1	There is a suitably qualified and/or experienced course manager or course management team with responsibility for teaching, learning and assessment.	☒ Yes ☐ No
8.2	The curriculum offered meets the needs of a range of relevant stakeholders, such as employers and members of the wider community, such as chambers of commerce, local authorities and charitable organisations, where applicable.	☒ Yes ☐ No
8.3	Training sessions are timetabled, and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.4	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all the provision.	☒ Yes ☐ No
8.5	The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No
8.6	There are appropriate policies and procedures for the acquisition of training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No
8.7	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the participants' learning.	☒ Yes ☐ No

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

Comments

Course management is highly effective. The Academic Manager is well qualified and is working towards a Diploma in Teaching English to Speakers of Other Languages (DELTA) qualification. The Academic Manager is also an experienced lead teacher.

The curriculum offered meets the needs of the participants well. In developing participants' English language skills, lessons place a focus on local culture and make reference to local products and businesses.

Participants are introduced to several local businesses and to local charities, such as the Royal National Lifeboat Institution (RNLI) and the Eden Project. The curriculum is also useful in helping to support the local tourist economy through providing clients to the local surf school and local providers of cultural activities and also sources of income to host families.

Training sessions are timetabled effectively, and rooms are allocated appropriately for the courses offered. All rooms are suitable for formal teaching and groupwork.

Course are taught well by a group of qualified and experienced English language teachers. The observation of teaching and learning and helpful feedback on observed sessions by the Academic Manager help to quality assure the training.

Informal meetings are held between the Academic Manager and trainers regarding how the syllabus should be taught, alongside feedback from trainers about how the course can be improved.

The Academic Manager develops the course materials and lesson packs for all the courses to ensure a level of consistency. Trainers are provided with lesson packs that contain detailed lesson plans and the materials required for each class on the syllabus.

The procedures for the acquisition of training and learning resources are focused on the development of materials by the Academic Manager. In addition, the Academic Manager ensures that trainers have access to various coursebooks at all levels, as well as paid subscriptions to several online providers of lesson and learning materials.

The Academic Manager explains the use of teacher packs that he has developed with staff. Very useful feedback is provided by the Academic Manager through observing the training, including in providing guidance and support. This provides effective CPD and ensures that trainers can develop their pedagogic techniques well to enhance participants' learning.

9.	The courses are planned and designed in ways that enable participants to succeed	
9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised and take into account input from relevant stakeholders.	☒ Yes ☐ No
9.2	The content of the courses enables participants to develop the knowledge and skills required to meet the learning outcomes, in the case of vocational courses, to develop the behaviours and attitudes required for employment and to be successful in any final examinations and/or assessments.	☒ Yes ☐ No
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Courses maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding and/or examination body.	☐ Yes ☐ No ☒ NA
9.6	Ongoing assessments appropriately reflect the content and standards of final assessments.	☐ Yes ☐ No ☒ NA
9.7	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No

9.8	The provider has appropriate methods in place to encourage and measure participant engagement.	☒ Yes ☐ No
9.9	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

The Academic Manager ensures that the course design reflect current best practice in English language teaching. Lessons follow a communicative approach, which helps participants to thrive in a participant-centred classroom. Lessons are often task- or project focused. Participant feedback informs the course content.

Language learned during the lesson will often be followed by participants having to complete a task or project that provides an opportunity for them to apply the vocabulary they have learned in a meaningful way. For example, a lesson on food types could be followed by a requirement for small groups to discuss and construct healthy menus.

Course materials are clearly designed to develop grammar and vocabulary for spoken English at appropriate levels of the CEFRL.

The approach to teaching and the course materials are successful in helping participants develop their English language speaking and listening skills. Participants report that the course is helping them develop their spoken English very well.

The courses are not designed to lead to any awarding body examinations and do not include final assessments.

Formative assessment in the form of questions and answers features throughout lessons. Informal assessments at the end of a lesson capture the progress made by participants. For adult participants, informal written assessments take place in the lesson to check on progress.

Each lesson has clear learning outcomes that are communicated to the participants. Teachers are asked by the Academic Manager whether the lesson met the objectives.

Small groups encourage engagement. Effective methods are used by teachers to elicit learning from participants, by asking rather than just telling, to encourage thinking and reflection and to develop participants' independence. The feedback from participants and the observation of the teaching and learning confirmed the success of these strategies to engage participants.

Activities that follow the formal part of the lesson help participants to reinforce their understanding and develop independence in their language skills. For the adults, this will include reference to additional resources, such as useful websites that help with their progress.

The course materials developed by the Academic Manager are well designed to meet the needs of the groups and feature activities that are relevant to them and set at the appropriate level.

10.	Trainers are suitable for the courses to which they are allocated and are effective in their delivery	
10.1	Trainers are appropriately qualified and experienced.	☒ Yes ☐ No
10.2	Trainers have a level of subject knowledge and pedagogic and communication skills which allows them to deliver courses effectively.	☒ Yes ☐ No
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Scrutiny of trainers' CVs show that trainers have a good level of experience and are well qualified to teach English as an additional language. Trainers communicate clearly and with enthusiasm and fully engage participants with effective teaching. As a result, participants respond with enthusiasm and make good progress in developing their English skills. Participants are grouped by ability to help trainers to meet the participants' needs more easily, with exercises suited to their ability. The course materials used are well designed to involve participants in meaningful activities that help them to apply their developing vocabulary. Trainers make good use of small-group activities and the use of questions and answers to involve participants and to check their understanding.

11.	Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored	
11.1	Participants are provided with an assessment schedule in which required assessments and revision periods are detailed in advance with clear submission deadlines.	☐ Yes ☐ No ☒ NA
11.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring participants' achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
11.3	Participants' progress and assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	☒ Yes ☐ No ☐ NA
11.4	The feedback provided to individual participants is tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
11.5	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes ☐ No
11.6	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☐ Yes ☐ No ☒ NA
11.7	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☐ Yes ☐ No ☒ NA
11.8	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☐ Yes ☐ No ☒ NA

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

Comments

Participants receive appropriate feedback on their performance and progress, both of which are effectively monitored. No assessment schedule is required because no formal submitted assessment is conducted. Participants in the short-stay school groups are assessed appropriately on their spoken English. The course starts with a placement test to ensure that they are in the right group. These short-stay participants receive oral feedback on their pronunciation and spoken English during lessons, which helps to improve their conversational English. Teachers are highly effective in helping participants to understand how

to shape the mouth to help them pronounce English words correctly. At the end of each lesson, brief exit assessments are completed to indicate the progress made against the learning objectives.

Participants on the adult courses are initially assessed on their reading, writing, speaking and listening. They are assessed appropriately on both their spoken English throughout the lessons and also on their written English through short exercises that are marked well and fed back promptly.

The feedback in these small classes is tailored well to meet the needs of participants. Participants report that their English language needs are being well met.

Participants have appropriate access to trainers outside the scheduled course delivery time. Participants can and do talk to teachers after the lesson.

Participants are not working towards any qualifications or internal awards, and do not have to submit any assessed work. For this reason, issue relating to plagiarism are not applicable. For the same reason, assessment deadlines are not required.

12.	The provider offers courses leading to accredited awards granted by recognised awarding bodies			
12.1	For courses leading to awards from the provider's country of domicile, the awarding body is recognised by the relevant regulator.	☐ Yes	☐ No	☐ NA
12.2	For courses leading to an award from an international educational institution that is authorised to operate in its country of domicile, the provider has a formal agreement in place with the international institution.	☐ Yes	☐ No	☐ NA

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

Comments

13.	There is a clear rationale for courses leading to internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods			
13.1	There is a clear statement of the level claimed relative to the relevant national qualifications' framework and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes	☐ No	☐ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☐ Yes	☐ No	☐ NA
13.3	There is appropriate input to the assessment process from objective specialists who are external to the provider.	☐ Yes	☐ No	☐ NA

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

Comments

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

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

Comments

15.	There is appropriate provision of advice for participants intending to proceed to employment or continued education			
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☐ Yes	☐ No	☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes	☐ No	☐ NA

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

Comments

INSPECTION AREA – PARTICIPANT WELFARE

16.	Participants receive welfare support appropriate to their age, background and circumstances			
16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes	☐ No	
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes	☐ No	
16.3	Participants receive an appropriate induction and relevant information at the start of the course.	☒ Yes	☐ No	
16.4	Participants receive appropriate information on the pastoral and emergency support available and referral to external specialists, as required, in connection with participants' mental health and well-being.	☒ Yes	☐ No	
16.5	The provider has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes	☐ No	
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☒ Yes	☐ No ☐ NA	

16.7	Effective arrangements, including a policy, risk assessment and staff training, are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No
16.9	The provider collects contact details for participants, and their emergency contact and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

Participant welfare is given a high priority at Babel Fish.

The Designated Safeguarding Lead (DSL) and deputy DSLs are responsible for participant welfare. School groups are also accompanied by teachers from their school, who also attend to their pupils' welfare. During the inspection, there were four teachers available from the school in France to support the participants, in addition to Babel Fish staff.

Teachers and participants receive useful, appropriate information regarding the course in advance. This includes information regarding the surfing equipment provided by Babel Fish and the activities arranged such as games nights, quizzes, fish and chips together on the beach before sunset, and a silent disco.

On arrival, participants undertake an induction and receive a useful student guide that provides a range of information for them about staying in Newquay and studying at Babel Fish. The student guide clearly describes the expectations that staff have of participants and includes a code of conduct.

Emergency contact details are provided. In addition to support provided by Babel Fish staff and the participants' teachers, participants are informed that they can talk to their host family regarding welfare or health issues.

The respective handbooks for staff and participants include clear policies to avoid discrimination and for dealing with issues such as abusive behaviour and sending inappropriate messages or images.

Babel Fish has a comprehensive safeguarding policy, and all staff receive training on safeguarding. The safeguarding arrangements are thorough, and all staff are Disclosure and Barring Service (DBS) checked. These checks are reviewed each year.

Babel Fish has an appropriate radicalisation and extremism risk assessment that is reviewed annually. All staff receive training on the prevention of radicalisation and extremism. Relevant and appropriate guidance on preventing radicalisation and extremism is provided in the safeguarding policy.

An appropriate e-policy is contained in the staff handbook. Clear guidance is provided for participants at induction regarding their personal devices and this is reinforced in the student handbook. Participants do not use computers on the course. Teachers from the schools tend to collect mobile telephones from their participants during lessons.

The Provider collects contact details for participants, and their emergency contact and appropriate staff can access the information quickly and easily, in and out of normal operating hours. All emergency contact details are held centrally, and there is an out-of-hours emergency phone number that is published in the student handbook, which all participants receive.

17.	**International participants are provided with specific advice and assistance**	
17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes ☐ No

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

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

Comments

All international participants are provided with a welcome letter before their arrival that has useful advice on what to expect and also details of relevant UK rules and laws.

On arrival in the welcome and induction sessions, key points related to life in the UK are reinforced. Participants are provided with information during the welcome session that covers issues that relate to local dangers, such as crossing roads where cars drive on the left and keeping safe near the sea.

Participants are provided with a paper copy of the handbook on arrival to refer to during their stay. This provides useful information for international participants.

Host families and staff are informed of any cultural differences or procedures so they can adapt their provision to best meet the needs of the participants.

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

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

Comments

Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. Terms and conditions are clearly available on the website.

Participants have access to a fair complaints procedure, and staff expect to be able to respond to a complaint within seven working days. Participants are also informed of these details at the start of the course.

BAC's complaints procedures is not relevant at this stage as Babel Fish is not yet accredited by BAC.

19.	Residential accommodation that is directly managed by the provider is fit for purpose, well maintained and appropriately supervised	
19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☐ Yes ☐ No
19.2	Any residential accommodation where participants under 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	☐ Yes ☐ No ☐ NA

19.3	Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property.	☐ Yes ☐ No
19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes ☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes ☐ No ☐ NA

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

Comments

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

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

Comments

Arrangements for home-stay accommodation are well managed. Managers choose home-stay accommodation carefully to ensure that they are safe and comfortable. The homes are based locally within Newquay. Host families are checked annually to ensure that the standard of accommodation meets Babel Fish's high standards. The host family is informed of the school's rules and has to agree to abide by them when participants are staying. All adults within the host families undergo a DBS check. Appropriate contracts are in place with any hosts. These clearly set out the rules, terms and conditions of the provision. Guidance is provided to host families regarding issues such as dietary requirements. All participant information regarding dietary requirements and allergies is passed on to the host family before the arrival of the participant. A list of guidance for meals is provided to all the host families. Participants are asked about the host family during feedback, and actions are taken if necessary. High levels of satisfaction with the host-family accommodation were described in conversations with participants and the visiting teachers accompanying the school groups.

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

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

Comments

Participants benefit from a full social programme that includes visits to sites such as the Eden Project and leisure activities, including surfing. Information supplied to participants includes details of the leisure activities and events available.

The nature of these activities offered is tailored to the particular course. In addition and where possible, the social programme is adapted to meet the requests of participants, for example by adding certain sports when requested.

All the activities provided in the programme are included in the cost of the course.

All social activities organised by the staff are supervised effectively by a responsible adult representative with suitable qualifications and/or experience. Considerable care is taken in choosing professional and well-qualified instructors for activities such as surfing.

All off-site activities are risk assessed, and a comprehensive list of risk assessments is maintained by Babel Fish staff.

INSPECTION AREA – PREMISES AND FACILITIES

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

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

Comments

The premises used are of a high quality, and the lease viewed by the inspector extends to 2028. External premises are hired when required.

The classrooms at the nearby Cornwall College are spacious and of a high quality and feature the availability of interactive whiteboards to support learning.

23.	The premises provide a safe, secure and clean environment for participants and staff		
23.1	Access to the premises is appropriately restricted and secured.	⊠ Yes ☐ No	
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	⊠ Yes ☐ No	

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

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

Comments

The premises provide a safe, secure and clean environment for participants and staff, and this includes the classrooms at the nearby Cornwall College used in the summer. Access to the premises is appropriately restricted and secured. Keys and security codes are held by the management only.

The cottages and Cornwall College classrooms are well maintained and in good decorative order. The premises are regularly cleaned by the staff.

There are no hazardous areas used on the premises.

General guidance on health and safety is made available to participants, staff, and visitors. Staff are required to read and understand the site risk assessment. The health and safety policy is available for all staff and visitors in the office. Guidance regarding health and safety is provided to participants, and there is a particular focus on safety in relation to the sea.

Appropriate signage is in place at the building that was being used during the inspection. Managers have identified a need to be able to better display information flexibly for participants in the additional classrooms that are used in the summer period, for example by making use of portable whiteboards.

There is adequate circulation space for staff and the participant group sizes.

Toilets are clean and well maintained, with an appropriate number for the participants. The heating and ventilation arrangements are appropriate and provide a comfortable learning environment.

24.	Training rooms and other learning areas are appropriate for the courses offered	
24.1	Training rooms and other learning areas provide adequate accommodation for the training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are physical and digital facilities suitable for conducting the assessments required for each course.	☐ Yes ☐ No ☒ NA

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

Comments

Training rooms provide adequate accommodation for the training sessions allocated to them.

All training rooms feature appropriate tables and chairs and a whiteboard. This allows for the effective delivery of the language training provided.

When required, additional classrooms in a local college are hired. These are situated a short distance away. These were reviewed by the inspector and are of a very high quality and contain interactive whiteboards.

There are no requirements for digital facilities for conducting assessments.

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

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

Comments

Participants have access to adequate space to carry out their own private work and/or study if required. The nature of the full day tends to leave little time for private work. Participants are either in lessons or involved in activities and trips. Private study would take place in the evening at the host-family accommodation.

Trainers have access to appropriate office space if required for the small number of staff.

Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink. Space is available in a cafeteria that is adjacent to the cottages or on tables in the grounds.

Most school groups tend to have packed lunches provided by the host family, which can be consumed on the tables outside the cafeteria if the weather permits or in the classrooms if necessary.

Babel Fish is located in a park with attractive grounds and garden areas that provide good space for participants and staff to relax and socialise in a way that enhances their experience whilst studying and working at the Provider..

An upstairs office is available for trainers and managers to hold private meetings.

The administrator has appropriate office space to undertake the necessary administrative activities.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Managers are very experienced and well qualified to undertake their roles, which they do efficiently.

The administration of the Provider is highly effective, resulting in it being well organised and with smooth running procedures.

Publicity materials, including the well-designed website, are of a high quality and clearly and accurately describe the courses on offer.

Actions required	Priority H/M/L
3.1 Babel Fish must develop a performance-level agreement for self-employed staff.	☐ High ☒ Medium ☐ Low
3.4 Babel Fish must develop its appraisal system to include written records that identify good practice, areas for improvement and any professional development required for its staff.	☐ High ☒ Medium ☐ Low
7.5 Babel Fish must develop a mechanism for reporting to participants what the Provider has done in response to their feedback.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Course management is of a high standard, resulting in courses that meet the needs of participants well.

Feedback provided by the Academic Manager on the observation of trainers' teaching is particularly strong and supports trainers' pedagogical development very well.

Participants quickly make good progress in developing their English speaking and listening skills due to the highly interactive nature of the course, combined with the small group sizes.

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

PARTICIPANT WELFARE

Provider's strengths

Arrangements for home-stay accommodation are well managed, which leads to high levels of participant satisfaction with host families.

Participants benefit from and enjoy a good range of activities and cultural visits to enhance their course and to provide good additional opportunities to use and apply their conversational skills.

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

PREMISES AND FACILITIES

Provider's strengths

Babel Fish is located in attractive grounds and garden areas that provide excellent space for participants and staff to relax and socialise in a way that enhances their experience.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that managers enhance their annual reports to include more effective targets connected to the actions identified. Managers should consider acquiring portable resources, such as portable whiteboards, for the additional classrooms that are used in the summer period.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Roger Pilgrim	Lead Inspector