Inspection report

Organisation name	Aberystwyth University, The International English Centre
Inspection date	27–29 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Aberystwyth University in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this university offers courses in general, academic and professional English for adults (17+) and for closed groups of adults (17+) and vacation courses for adults (17+).

Strengths were noted in the areas of staff management, student administration, quality assurance, learning resources, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	1999
Last full inspection	2013
Subsequent spot check (if applicable)	2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	In-sessional writing and language support for home, EU and international students
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Address of main site	International English Centre, C62B Llandinam Building, Penglais Campus, Aberystwyth SY23 3DB
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The International English Centre (IEC) is located on the first floor of the Llandinam building on the Penglais campus, which is the main campus of the university. The centre has three dedicated classrooms and one other room which can be used as a classroom for one-to-one or small group classes. Also on the first floor are the administrative office, where students go when they first arrive, a staffroom, a resources room and individual offices for the IEC director, co-ordinator and administrator. At the time of the inspection one classroom in the nearby Hugh Owen building was being used. Other facilities in the Hugh Owen building are the main library for IEC students and two language laboratories. Video conferencing facilities in the library provide an extra classroom.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	6	17
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	25	76
Full-time ELT (15+ hours per week) aged 16–17 years	3	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**29**	**76**
Advertised minimum age	17 16 for one closed school group advertised, but no students recruited as yet	17
Actual minimum age	17	18

Advertised maximum age	18 for one closed group advertised, but no students recruited as yet	N/a
Actual maximum age	18+	18+
Typical age range	17–23	19–25
Typical length of stay	1 year (academic year)	2–4 weeks (summer)
Predominant nationalities	South Korean, Chinese, Azerbaijani, Japanese	Japanese, Chinese, Spanish
Number on PBS Tier 4 General student visas	23	18
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	5	48

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	1	0
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	

The IEC director has academic and general management responsibilities, but does no teaching except cover.
The IEC co-ordinator has academic management responsibilities. She was not teaching during the week of the inspection but is normally available for cover teaching and one-to-one classes. She also contributes to the summer teacher development course and teaches on some ineligible provision in the university e.g. teaching Syrian refugees and teacher training on the university TESOL module.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	(1)
Total	4

Comments
The rationale is for the TEFLI teacher teaching on an EAP course.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☒	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☒	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

Students aged 17 are accepted on adult courses.

During the academic year the IEC runs the international pathways programme, which consists of three courses:

1 International Foundation Certificate
2 Pre-Masters Programme
These two morning courses include both general English and English for Academic Purposes (EAP). Students follow an afternoon programme dealing with their specialist subjects. The subjects offered are: business, computer science, international politics, theatre, film and television, and law and criminology.
3 Target English, a general English course which can develop into an EAP course for those students wishing to progress to a degree course
NB. Target English is referred to as general English in this report.

Students on all three pathways are taught general English and EAP together according to level.

A Pre-sessional Plus Course runs in the afternoons. It begins with general English followed by a 12-week Summer Pre-sessional course.

During the summer the IEC runs three main courses:

1 General English & Communicative Skills Summer Course (GECS)
2 Pre-sessional EAP courses for six or 12 weeks
3 A two-week Professional Development Course for English Teachers

Short bespoke general English courses take place on demand.

"English with" courses (such as English with Sport and Exercise Science) for closed groups are also run.

In-sessional one-to-one language consultations are offered to registered undergraduate and postgraduate students.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0

Home tuition	0	0
Residential	24	3
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s	26	3
Overall total adults + under 18s	29	

Introduction

The university has undergone several restructuring processes since 2006. At the time of the last full inspection in 2013 changes to the university management structure had recently taken place. Three faculties became three institutes and the International English Centre (IEC) was part of the Institute of Education, Graduate and Professional Development (IEGPD). In 2016 IEGPD was dissolved and the IEC joined the institute of Arts and Humanities (IAH).

The inspection took place over two and a half days and included meetings with the pro vice-chancellor (student experience and international), the director of the IAH, the human resources (HR) manager, the IEC subject librarian and the following IEC staff: the director, the co-ordinator, the administrator, the accommodation officer, and the three course co-ordinators for the pathways programme, pre-sessional courses and the summer school. Two student focus group meetings were held, one with current students and one with IEC graduate students. A teacher focus group meeting was held and eight lesson segments were observed. One inspector visited two halls of residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 There is a clear management structure within the university, the IAH and the IEC. As the director of IEGPD became the director of IAH there has been no loss of management continuity.

M3 Job descriptions are produced and provide comprehensive information on the responsibilities involved. They are regularly reviewed.

M4 There is very effective communication within the IEC and the wider university. The IAH has a clear meeting structure, with a wide range of scheduled meetings at all levels. IEC staff represent the department on institute and university-wide committees. Action minutes are circulated to all staff. Specific course team meetings are arranged by course co-ordinators. During the summer school meetings are held weekly. Staff appreciate the formal and informal channels of communication and reported that they felt well informed.

M5 Human resources (HR) policies are very thorough with comprehensive procedures, checklists and templates for every stage of the recruitment process. Safer recruitment procedures are in place. Line managers receive training and advice on recruitment and selection skills, and staff handbooks detail clearly all the terms and conditions of employment.

M6 Staff files contain signed and dated copies of certificates, and there was evidence that references for recently employed staff had been followed up.

M7 There are thorough and well documented induction procedures for all staff, including those with temporary appointments (summer school) and those returning after an absence. Staff have inductions from HR, the university and the IEC. Induction sessions dealing with health and safety, safeguarding, Prevent, and equality and diversity are mandatory.

M8 Formal annual appraisal conducted by line managers is carried out through the university's 'Effective Contribution Scheme' (ECS). The emphasis is on employee reflection and evaluation of achievements, progress and performance with a view to setting goals and identifying training needs. Student feedback is also considered when monitoring staff. In the case of unsatisfactory performance, staff are initially well supported before any disciplinary action is taken.

M9 Continuing professional development (CPD) is available for all staff. The university offers a wide range of opportunities for training and development. Funding is given for attendance at external conferences and for courses leading to further qualifications. The inspectors were provided with a list of all the CPD undertaken by IEC administrative and academic staff over the last academic year.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The two full-time administrative staff are able to handle the volume of work efficiently. They are a well-established team with clear responsibilities. In the summer peak period a third administrator is employed. The office is divided into two areas: the front office/reception, where students go on arrival and are welcomed by the administration assistant, and a back office for the IEC administrator, who is also the manager of the IELTS test centre at the university. IEC staff work closely with staff in the central admissions office.

M11 Students have usually decided on the course they want to take before applying, but any queries they do have can be dealt with by the office staff, who also liaise with the IEC course co-ordinators and the subject specialists within the university.

M13 All the contact details of the students sampled were in order. Emergency contact details, which include the relationship of the contact to the student and state whether or not they can speak English, are held electronically and on paper. They can be accessed remotely at all times by senior IEC staff, some of whom are members of the safeguarding team. Students are reminded regularly to confirm their contact details and keep them up to date. Students have an online student record where this can be done.

M14 The university has a clear attendance and punctuality policy which is rigorously applied within the IEC. Students and staff are made aware of the policy at induction and in their handbooks, and they understand that 100 per cent attendance is required, and that in the case of more than two or three absences there are procedures in place to investigate the causes. Paper registers are kept and submitted to the IEC administrator, who compiles the attendance records on the database. Each week she adds the relevant information to the tutorial files of the personal tutors, who are then able to discuss with their students any issues concerning attendance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M16 The majority of points raised at the last full inspection have been addressed and this criterion is met, but the summary of points to be addressed submitted for the inspection is not a full action plan as it does not include a time frame.

M17 The comprehensive university quality assurance (QA) cycle ensures that reviews of all systems, procedures and practices take place regularly. A recent development has been the movement of the IEC to the IAH, bringing it in line with university systems and practices and raising its profile across the university. The IEC now follows the quality assurance and academic policies of the university. Other developments include a substantial investment in an on-going programme of refurbishment of the premises, and the standardising of IEC staff contracts with more staff now on permanent contracts, and other more temporary staff having fixed-term contracts, resulting in a more stable and secure team.

M18 Completed initial and end-of-course feedback forms were seen for all courses run during the last academic year and the summer school. Staff student committee meetings are held regularly and minuted. Feedback is collated and recorded in the end-of-course feedback report, which is included in the annual report of taught schemes. This is then seen by the IAH director and other members of the senior management team. Students are informed on the Virtual Learning Environment (VLE) of all action taken as a result of their feedback. Some of the university QA forms have been adapted for students whose first language is not English.

M19 Staff give feedback informally at meetings and more formally as part of the ECS process. The course review system enables teachers to give written feedback and make suggestions for improvement. All staff reported that if they wanted to raise any issues, their managers were very approachable and willing to listen to their concerns.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☐	N/a	☐	☒
M29 Accreditation	☐	☒	N/a	☒	☐

Comments

The IEC website is the main medium for publicity. In addition, annual departmental brochures are produced. A social media site provides current information about the IEC and university news and events. No translations are provided.

M21 This criterion is met: the language used is clear, uncomplicated and accessible to non-native speakers. However, there are some typographical errors.

M25 Although most of the costs are included in the publicity, the cost of course materials is unclear: the website states that course materials will not exceed £50, but the brochure indicates that they are included in the overall fee. Costs for the summer school leisure programme are given, but costs for events and the use of facilities during the academic year are not sufficiently detailed.

M29 The Accreditation Scheme Marque is used correctly on the website, but on the brochure it does not include 'for the teaching of English in the UK'.

Management summary

The provision meets the section standard and exceeds it in some respects. Management systems are effective and operate to the benefit of staff and students. The management structure is clear, with effective lines of communication, both formal and informal. Student administration is carried out sensitively and efficiently. The quality assurance system is well developed and operates on an annual cycle. Publicity material is attractive, accessible and generally accurate, but the costs of course materials and the academic year leisure opportunities are not sufficiently clear. *Staff management, Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The Penglais campus is extensive; the premises are adequate in size and number to provide a pleasant environment for staff and students.
R2 The area in the Llandinam building designated for IEC was redecorated and refurbished to a very high standard in September 2013.
R3 In addition to the three core classrooms in the Llandinam building, one other classroom in a nearby building was being used. All classrooms are spacious, light and airy and well furnished with moveable furniture.
R4 There are several pleasant areas where students can relax and have meals across the campus. The student residences also provide areas for relaxation.
R5 Within the IEC signage is very clear, but in other areas of the campus there is insufficient signage. IEC noticeboards have attractive and well-organised displays of useful information.
R6 The staffroom is adequate in size for the present number of teachers. All teachers have a desk and IT facilities. A second room is set up for additional teaching staff during the summer. The resources room is conveniently situated nearby. A small kitchen with a microwave and kettle is available.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 A wealth of learning materials is available for students on the VLE and in the language laboratory. There are class sets of dictionaries and of general English and EAP coursebooks at all levels, supplementary materials for examination practice and study skills, and graded readers. Teachers also produce their own materials, often working closely with subject specialist staff in the university. For shorter courses and closed groups, materials are selected to meet the particular needs of those students.
R8 Teachers have access to all the learning materials for students. These are kept in a very well-organised learning resource centre. There is also a good collection of books relating to ELT methodology and the IEC subscribes to a number of ELT and EAP journals. A photocopier and printer are available for teachers' use in the staffroom.
R9 Wi-Fi is available to students and staff throughout the university. All classrooms have a data projector and a

good-sized screen, and an IT trolley equipped with a telephone, a computer and a document camera. Teachers make effective use of this equipment. Information services staff can be contacted to provide advice, support and assistance whenever needed. Staff and students have an impressive range of educational technology across the campus. There are two language laboratories: one has 24-hour access and the other is a multi-media laboratory with a video conferencing facility which IEC teachers are timetabled to use. All permanent teachers have dedicated computers in the staffroom or in their offices. In the library there are a considerable number of computers for staff and student use.

R10 The university benefits from excellent library/self-access facilities. Two libraries are on the Penglais campus and one other is on the Llandbadam campus. The very spacious Hugh Owen library, which is conveniently situated opposite the building used by the IEC, provides students with resources for their ELT and EAP studies. On the ground floor there is an area for graded readers, an 'effective study collection' focusing on academic study skills, and a section for some DVDs. A good stock of other resources for IEC students is on the third floor. The library provides a very pleasant environment for study. There are areas for traditional individual silent study, quiet group study, project work and computer use. During the academic year the library is open 24 hours a day for seven days a week and from 8.30 to17.30 during the summer school.

R11 The IEC has its own specialist librarian, who has a TEFLI qualification and substantial ELT experience abroad. She is therefore able to support students appropriately. Induction to the library includes a tour and an information skills session. A map and an IEC information sheet with shelf locations indicated are available. Teachers also take students to the library for project work and research.

R12 The IEC co-ordinator is responsible for the resources budget and she and the course co-ordinators review and develop resources regularly. Informal reviews take place during teachers' meetings, but the more formal reviews are part of the very thorough course report process. Publishers' visits give teachers the opportunity to evaluate and trial new materials.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The campus is adequate in size and generally well-maintained. The IEC premises and facilities are of a good standard and provide staff and students with a comfortable environment for effective work, study and relaxation. The IEC benefits from some dedicated teaching and office accommodation which facilitates teaching and learning and fosters a sense of identity. Classrooms are comfortable, light and airy, with suitable furniture. Although signage in the IEC is very clear, in some areas of the campus there is insufficient signage.

Resources for learning and teaching are of very high standard and excellent technological equipment and support is available. Students benefit from the availability of a spacious, well-stocked library/self-access centre, which is equipped to meet the needs of EFL and EAP students. They also receive appropriate advice and guidance from the IEC specialist librarian. Resources are reviewed and updated regularly. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 One teacher, who occasionally teaches EAP, does not have a diploma-level qualification.
T3 The rationale for this teacher was accepted because she has an initial teaching qualification which meets the requirements of the Scheme, substantial teaching experience at the university and is usually allocated language development courses rather than EAP. She is currently following a course leading to an appropriate qualification.
T4 The IEC director has a diploma-level qualification, an MA in Inter Cultural Communication and 20 years' EFL/EAP teaching experience. She also has experience as an external examiner at some UK universities. The IEC co-ordinator has a diploma-level qualification and over 23 years' teaching experience in the UK and overseas, and teaches on the Aberystwyth University TESOL module. She is an external examiner for a UK university. Two of the teachers, who have EAP course co-ordinator roles, both have diploma-level qualifications.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments

T7 Room timetabling is organised by the central booking service. Although this has caused some problems in the past, particularly for the summer school, the situation has improved over recent years.

T8 Cover arrangements are satisfactory. The IEC director and co-ordinator can cover for absent colleagues. The study practices co-ordinator, who delivers in-sessional language support and has a diploma-level qualification, is also available. Any teachers who are free are happy to do extra teaching when necessary. Cover teachers have access to records of work and information on the VLE.

T9 Continuous enrolment is only possible for the general English courses. Students have a tutorial very soon after they arrive and are directed to the VLE for course information and materials used previously.

T10 Day-to-day guidance and support is provided by the academic management team. The university has a peer observation policy. All teachers conduct a peer observation once in an academic year and summer school teachers peer observe once during that period. This is seen as a supportive activity, where the teacher and the observer discuss the lesson informally and share best practice. Team teaching is also encouraged whenever possible.

The university CPD programme offers some generic training of interest to all teachers. This includes the learning and teaching conference and guidance on the peer observation process. The IEC has organised some EFL/EAP specific in-house workshops during the last academic year, and during the summer school a wider range of teacher development activities is provided. IEC is a member of the British Association of Lecturers in English for academic purposes (BALEAP), English UK and English in Wales.

T11 All new teachers are observed and monitored shortly after starting work. Teachers are given informal, verbal feedback on their performance. No written records are kept, apart from a form confirming the names of the observer and teacher, and the date of the observation. In preparation for this inspection all teachers were observed by the member of staff who delivers the university TESOL module, but no records were kept. There is no regular schedule of observations to monitor teaching.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☐	☐	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Each course has a clear rationale for its structure, content and resources. The general English course is devised to meet the needs of each group and is often project based. The GECS course which runs during the summer school has topical themes for every two-week course. All the EAP provision is directed at developing the academic language skills needed for mainstream graduate and undergraduate study. These courses are not always linked to specific course books; they are based instead on a comprehensive academic skills syllabus with intended learner outcomes to be achieved by the end of a module and by the end of the course.

T13 Course design is reviewed formally through the university quality assurance systems, culminating in detailed course reports with recommendations for changes in the coming academic year. EAP teachers regularly liaise with the relevant subject specialists to ensure that the necessary skills are included.

T15 The development of study and learning strategies is integral to all courses. A self-study programme is included during tutorials and the progress in this area is usually monitored every two weeks.

T16 All students are encouraged to use online resources, the language laboratory and the library. They are also made aware of the many student union classes and clubs they can join. In the summer school afternoon classes focus on task-based learning and the use of English in authentic situations in the local community.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T18 Students have regular tutorials and records of progress are entered on a standard template. Progress is also monitored through assignments at the end of each module. All EAP and general English courses require students to keep a portfolio of their tasks and work; this is the basis for a formal interview and a presentation. The GECS course, run during the summer school, does not have any formal testing, but at the end of each two-week block students give project presentations which are evaluated.
T20 Very detailed information about assessment is given in syllabus documents, course handbooks and the VLE.
T21 All course participants receive a transcript and a certificate. GECS students are given a certificate of attendance and a brief report.
T22 Designated IEC staff support students who wish to apply for university. They are guided through the process both individually and in group application sessions.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All types of courses were observed.

Comments

As there were only four teachers present during the inspection, they were all observed twice.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☒	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers produced accurate models of spoken and written English at appropriate levels with suitable exemplification in meaningful contexts. Stronger teaching demonstrated knowledge of a range of language, including models on the board with phonetic script and word stress marking. Practice included intonation and word linking.
T24 Student profiles identified learning needs which were outlined on the lesson plan rationale with problems identified and possible solutions given. Lessons were well focused and structured. Timing was realistic and the plans allowed time for homework to be set.
T25 Lesson plans contained clear teacher aims and achievable learning outcomes. The plans demonstrated a clear link between activities and learning outcomes and indicated progression from simpler to more complex skills tasks.
T26 A range of techniques was seen. There was effective elicitation of ideas and language. Pronunciation was

taught well in the stronger lesson segments, with sufficient individual and choral practice. Opportunities for extended use of the language were also seen. There were some good examples of vocabulary presentation and practice, but there were some instances of less effective strategies, where check and concept questions were not used when they would have been appropriate.

T27 Generally, teachers managed the classroom environment competently, with furniture set out so as to encourage student attention and participation. Although instructions were generally given clearly, students' understanding was not always checked. Handouts and worksheets, some of which were teacher prepared, contained relevant activities and tasks. Information on the whiteboards (conventional and electronic) was well organised and presented clearly in most lesson segments.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that students had the help that they needed and that errors were noted. Some teachers encouraged self-correction and delayed correction techniques were also used successfully. Where written work was being done in class, this was carefully monitored and reviewed.

T29 Evaluation of learning was achieved through the monitoring of students working in pairs or groups and through assessment activities.

T30 Nomination was well used and lessons were conducted at a suitable pace. Students were fully engaged, participating enthusiastically in all activities. There was a positive learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard overall, ranging from satisfactory to very good with the majority being good. Teachers produced accurate models of spoken and written English. Lessons were generally well focused and structured, and learning outcomes were always clearly stated. Teachers used a range of techniques to good effect, but in some cases students' understanding of new vocabulary and instructions was not checked. Appropriate resources were used competently. Teachers monitored and supported students in pair and groupwork. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed.

Teaching and learning summary

The provision meets the section standard and exceeds it some respects. Teachers and the academic management team have appropriate qualifications. Overall programmes of learning are well managed to the benefit of students. Teachers are well supported, but systems to monitor teaching performance need further attention. *Course design, Learner management* and *Teaching* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The campus is open access but in a secluded location and there is good CCTV coverage. The 24-hour security service extends to the halls of residence on the campus. All staff members receive fire safety training and are expected to act as fire marshals; weekly fire drills are carried out in teaching areas and residences; and evacuation exercises are conducted four times a year, with rigorous follow-up – evidence of which was seen – when necessary. The premises risk assessment, which is very thorough, is reviewed annually or as circumstances dictate.

W2 All students have a personal tutor whom they meet individually on a regular basis. There is a bookable faith space on the campus.

W3 A named member of staff conducts weekly individual tutorials with students under the age of 18 and holds group discussions for under 18s, normally every two weeks, on a range of themes. Specialised support (e.g. counselling, mental health) is also available within the university.

W4 University and IEC policies and procedures in relation to abusive behaviour are made very clear in a variety of ways, including student and staff handbooks, student and staff charters, posters and student induction. The IEC also has a policy and procedures in place to address its duty under Prevent.

W5 Students are given the IEC emergency number in a pre-arrival email message. IEC senior managers hold the emergency phone on a rotation basis.

W6 Links are provided to transport websites in the pre-arrival email. Students are recommended to take a taxi to their residential accommodation on arrival in Aberystwyth, and an approximate cost is given.

W7 Students are given written information and helpful advice on a wide range of practical matters. Induction includes an introductory tour.

W8 Information is provided on access to medical treatment and students are helped to register with a local medical practice. Additional information on health and wellbeing is available through university student support services. Students are advised to take out medical insurance.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two types of self-catering residential accommodation were inspected: shared flats and shared houses (student village). Both were within easy walking distance of the main Penglais campus and in complexes with a range of communal facilities (laundry, social and study areas); there is also a supermarket nearby. The newer residence, which became fully operational in 2016-17, offers accommodation in flats with six to eight well-designed ensuite rooms and a shared kitchen, and a smaller number of studios with private cooking facilities. There is a café and a small shop, and public areas are light and spacious. The houses, which are immediately adjacent to this complex, have five or six single rooms with shared facilities (bathroom, kitchen). At the time of the inspection, most IEC students were staying in the student village.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☐	☐	☒	☒

Comments

W9 Both types of accommodation inspected met Scheme requirements, the newer complex very comfortably so. Pre-sessional students can request a bedding pack and are expected to do their own laundry; bed linen is changed weekly for short-stay students. Single-sex flats and houses are available on request. The accommodation rental charge includes insurance for personal possessions.

W11 All accommodation is re-inspected by residence staff before students move in. There are also periodic inspections each term of communal areas within house and flats and of bedrooms. Students sign a licence agreement and may be asked to leave their accommodation if they are in breach of this agreement. IEC staff also make frequent visits to student accommodation.

W12 Logs of safety and other checks, such as maintenance records, are easily accessible and conscientiously maintained.

W14 Evidence was seen that feedback from students to the IEC is followed up and that prompt action is taken on any maintenance issues referred to the residence office.

W15 Although catered residential accommodation is available, the residential complexes visited are self-catering. The newer of these has a café and a small shop selling a range of frozen and other foods.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒

	Not met	Met	Strength	See comments	N/a
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments

The university does not offer homestay accommodation.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments

W24 Students are encouraged to stay in university-owned or managed residences, but advice and information on renting in the private sector is available from the university's accommodation office.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 Information on a wide range of events is made available through a variety of means. These include a noticeboard in IEC, social media, and a weekly bulletin sent out by the university. New students are made aware of university clubs and societies, which are also publicised through Freshers' Week at the beginning of the academic year and a Refreshers' Fair at the start of the second semester.
W27 A full and varied leisure programme is offered in summer. This includes a full-day and half-day excursion each week and two evening activities. During the academic year, there is no regular organised leisure programme specifically for IEC students, but students have access to a wide range of activities on campus. In addition, each residence has its own activity programme and the international office and the IEC organise some events.
W28 The university has recently introduced a new template for risk assessments. Completed examples were broadly satisfactory, but further guidance is needed on how to respond when students are at risk.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Accommodation systems are well managed and a number of different residence options are available, the latest development being of a very high standard. A proactive approach is taken to the provision of information on the wide range of leisure opportunities available during the academic year and the organised summer leisure programme is thoughtfully varied. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☐	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☐	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☒	☐	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

IEC admits students aged 17. Of the eight students aged 17 admitted on to courses at the beginning of the academic year 2016-2017 only three were under 18 at the time of the inspection; all were staying in university residences. There were no under 18s on summer courses in 2016.

C2 There is a named designated senior person (DSP) within IEC who has been trained to an appropriate level. All other IEC staff have completed mandatory basic awareness training. The DSP and two assistant DSPs will undergo further training shortly.

C3 The website and the brochure give very limited information on the level of care and support for under 18s. However, parents/guardians are sent an additional information sheet which sets out the respective responsibilities of the IEC and parents/guardians and provides information on, for example, pastoral support, student accommodation and the law relating to alcohol and the use of drugs. Parents/guardians sign a consent form, but this does not cover participation in organised excursions or independent travel at the weekend (see C6); nor is the parent/guardian required to acknowledge explicitly their understanding that students who are in self-catered accommodation will make their own arrangements for meals (but see C7). Completed consent forms were seen for all students who were under 18 at the start of the academic year.

C5 Under 18s are identified on class registers and evidence was seen of daily checks on attendance and effective follow-up procedures when necessary. There are also procedures covering the conduct of one-to-one tutorials and the location of classes for groups containing under 18s.

C6 Rules for under 18s include curfew times (23.00 on Sunday to Thursday and 24.00 on Friday and Saturday), but there is no system to check that students are compliant. Students are also expected to complete an absence form if they wish to be away overnight at the weekend, but there are no checks to ensure that those who have not completed this form are actually in residence. This was a point to be addressed from the 2014 Interim inspection.

C7 Students under the age of 18 stay in university residential accommodation and may not change this accommodation without parental permission. Catered accommodation is available, but notes for parents/guardians give an approximate weekly cost for food on campus should students choose to stay in self-catering accommodation.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities. However, systems and risk assessments are needed to ensure that rules governing unsupervised time are enforced and that risks during unsupervised time are managed.