Inspection report

Organisation name	Anglia Ruskin University, Cambridge and Chelmsford
Inspection date	1–3 August 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 Anglia Ruskin University in August 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 large English language teaching department of this large university offers courses in general and academic English for adults (18+) and for closed groups of adults (18+), and vacation courses for adults (18+).

The inspection report noted a need for improvement in the area of quality assurance.

Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	1994
Last full inspection	April 2013
Subsequent spot check (if applicable)	January 2016
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	University degrees (undergraduate and postgraduate), accredited by QAA
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Cambridge Ruskin International College (CRIC), owned by an independent provider, is also located nearby and offers International foundation programmes for entry to Anglia Ruskin programmes. This provision is not accredited.

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Address of main site	Anglia Ruskin University, East Road Cambridge, Cambridgeshire CB1 1PT
Details of any additional sites in use at the time of the inspection	Anglia Ruskin University, Bishop Hall Lane, Chelmsford CM1 1SQ
Details of any additional sites not in use at the time of the inspection	Guild House, Swain Court, Oundle Road, Peterborough PE2 9PW
Profile of sites visited	Anglia Ruskin University (ARU) has campuses in Cambridge, Chelmsford and Peterborough. EFL courses are delivered at the Cambridge and Chelmsford sites, the majority of students being based at the Cambridge site. EFL is part of the Languages Service Unit (LSU) in the Faculty of Arts, Law and Social Sciences and is based in the Helmore Building on the Cambridge campus. The campus is centrally located in the city and there are shops, cafes, restaurants and a wide range of amenities nearby. Helmore building is in the centre of the campus and the main university library is housed there along with student services, the students' union, a restaurant, two cafes and a gymnasium. There are three halls of residence on campus, university-owned student houses also adjacent to campus, and several other residences within walking distance. At the time of inspection there were very few students at the Chelmsford site, so it was not visited.

Student profile

Student profile	At inspection		In peak week: August (organisation's estimate)	
Of all international students, approximate percentage on ELT/ESOL courses	8		8	
ELT/ESOL students (eligible courses)	At inspection		In peak week	
	Cambridge	Chelmsford	Cambridge	Chelmsford
Full-time ELT (15+ hours per week) 18 years and over	182	14	182	14
Full-time ELT (15+ hours per week) aged 16–17 years	0	0	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0	0	0
Part-time ELT aged 18 years and over	8	3	8	3
Part-time ELT aged 16–17 years	0	0	0	0

Part-time ELT aged under 16 years	0		0	0
Overall total ELT/ESOL students shown above	**190**	**17**	**190**	**17**
Junior programmes: advertised minimum age	N/a		N/a	
Junior programmes: actual minimum age	N/a		N/a	
Junior programmes: advertised maximum age	N/a		N/a	
Junior programmes: actual maximum age	N/a		N/a	
Junior programmes: predominant nationalities	N/a		N/a	
Adult programmes: advertised minimum age	18+		18+	
Adult programmes: actual minimum age	18+		18+	
Adult programmes: typical age range	18–30		18–30	
Adult programmes: typical length of stay	10 weeks		10 weeks	
Adult programmes: predominant nationalities	Chinese, Saudi Arabian, Panamanian		Chinese, Saudi Arabian, Panamanian	
Number on PBS Tier 4 General student visas	90		90	
Number on PBS Tier 4 child visas	0		0	
Number on short-term study visas	77		77	

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	15
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	6	
Number teaching ELT under 10 hours a week	4	
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 (plus a number of key personnel across the university)	

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.	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	3
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)	(3)
Total	15

Comments
The three teachers who are TEFLI teach on EAP courses and do not, therefore, have appropriate TEFL qualifications. A rationale has been produced for each of them.

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
The Language Services Unit offers full-time (22 hours per week) English for academic purposes courses and full-time (20 hours per week) and part-time (3 hours per week) general English courses. It also offers five English language modules on a university-wide language programme, in-sessional English language support classes for students across the university, an English language entry test for the university, English for specific purposes, bespoke English and teacher development courses, and certificate-level teacher qualification courses.

The following courses were running at inspection:

Cambridge campus: Pre-sessional English Course; English Language and Culture Summer Course; IELTS Preparation Course, two closed-group bespoke courses: one for a group of Panamanian teachers, the other for a group from a Chinese university.

Chelmsford campus: Pre-sessional English course; IELTS Preparation Course.

A certificate-level teacher qualification course was also running at the Cambridge campus but was not included in the inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses at Cambridge campus)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	N/a
Private home	N/a	N/a
Home tuition	0	N/a
Residential	117	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a

Arranged by student/family/guardian		
Staying with own family	18	N/a
Staying in privately rented rooms/flats	55	N/a
Overall totals adults/under 18s	190	0
Overall total adults + under 18s	190	

Introduction

There are 18,000 students enrolled at ARU in 2016–17. Of those, 3,000 are international and 5,000 are from the European Union. There are five faculties in the university and the Language Services Unit (LSU) is located in the Faculty of Arts, Law and Social Sciences (ALSS). There is a small EFL operation at the Chelmsford campus (two classes and 17 students at the time of inspection) and this is managed from the LSU at the Cambridge campus. As well as delivering EFL classes, the LSU delivers six EAP elective modules for ARU students (these are processed through the Department of English and Media) and in-sessional support classes.

The inspection was carried out over three days. All teachers timetabled at the Cambridge campus during the inspection were observed. Meetings were held with the dean and deputy dean of ALSS, the deputy dean ALSS academic development, the director of the LSU, the business development manager LSU, the course director/senior lecturer LSU, the faculty marketing manager, a LSU departmental administrator, the head of teaching and learning, the head of risk management, the subject librarian, the head of student services and wellbeing, the student experience officer LSU, the chaplain, the residential services operations manager, an accommodation officer and an international student advice officer. Focus group meetings were held with staff and students. One inspector visited two residences and two student houses. Inspectors did not visit the Chelmsford campus as there were only 17 students studying there at the time of the inspection.

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. Since the last inspection the LSU management team has been restructured to reflect a more commercial approach to the operation under the direction of the LSU director. This now comprises a business development manager, a student experience office and a course leader/senior lecturer who provides academic support to the director. In addition, four permanent academic posts have been created to

support the development of teaching, learning and curriculum activities. One of these posts is based at the Chelmsford campus. All staff are aware of the structure and there is sufficient knowledge and expertise in the full-time team for staff to provide cover for each other.

M4 There are effective channels of communication between those within the LSU and between the operation and the wider university. The LSU team is well represented on senior faculty committees and appears to have made a significant impact, in particular, on raising awareness of the teaching, learning and welfare needs of international students across the faculty and the wider institution. There is a weekly meeting of LSU permanent staff which also includes the permanent staff member at Chelmsford, who participates using a video conferencing facility. The director and the course leader visit Chelmsford regularly. Whole-staff meetings take place on Wednesdays but not always every week. There are two whole-faculty training days each year and hourly paid staff are invited, and paid to attend. LSU teachers share a staffroom so there is considerable informal sharing of information as well as the more formal channels of emails and meeting minutes.

M8 All permanent staff have an annual appraisal at which their development needs are discussed. Information is fed into this appraisal meeting from an annual observation that trained reviewers undertake with each staff member. The reviewer is not the observee's line manager, but supports them in defining the developmental needs that should be discussed at appraisal. A cross-institutional audit of needs is fed through to the central teaching and learning team to inform the organisation's continuing professional development (CPD) programme. The university has a capability policy and line managers are supported by the human resources team should they need to invoke it.

M9 The university has a comprehensive continuing professional development (CPD) programme that all staff, including hourly paid staff, can access. All permanent staff have five CPD days per year and these can be undertaken both centrally and locally. The LSU provides local CPD sessions and staff are encouraged to attend conferences and may apply for financial support to undertake higher qualifications. For permanent staff who do not have a teaching qualification, the university's postgraduate certificate in higher education is mandatory and is accredited by the Higher Education Academy (HEA).

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					

None.

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					

M17 There is a lack of evidence of systematic review of courses apart from the university-wide modules that are subject to formal university review processes. No course reports were seen and there were no minutes of review meetings with action points, although staff assured inspectors that such meetings took place.

M18 Some end-of-course feedback forms were seen but there was very limited evidence of action points and no evidence that actions were fed back to students. Initial feedback forms had been designed but not yet implemented.

M19 The inspectors were told that there were opportunities for informal staff feedback at the end-of-course debrief but no evidence was provided. Staff complete a university-wide staff survey each year and results are disseminated.

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 website is the principal medium for publicity. There is also an Anglia Ruskin Language Services Unit brochure that is available to download from the website. Publicity is also available on social media platforms.

M23 The brochure contains a description of what appears to be an independently provided pre-sessional English course entitled Cambridge Ruskin International College (CRIC) Course. However, the course description is that of the LSU pre-sessional English course which is offered as a feeder for entry onto CRIC foundation courses. This course is not delivered by CRIC and CRIC is not accredited by the scheme. It is confusing as to why there are two courses with the same description.

M24 There is an inconsistency in the description of the number of hours delivered each week on the pre-sessional English and the English for university studies in the brochure (22 hours) and on the website (21 hours). It was explained that the website description had not included the weekly lecture as a teaching hour.

M26 The description of homestay accommodation does not make clear that the LSU uses an accommodation agency registered with the British Council as a provider of homestay accommodation.

M29 The CRIC provision is not accredited by the Accreditation Scheme and therefore any reference to it should be removed from the publicity. The brochure uses an out-dated version of the Accreditation Scheme marque.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management structures are clear and communication is good. Student administration processes are efficient and effective. Quality assurance is mostly adequate but aspects of the review processes need attention. Publicity gives a fair representation of the courses and services provided. There is a need for improvement in *Quality assurance. Staff management* is an area 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 university campus is an attractive site in the city centre and the buildings are of a high standard. Classrooms are a good size and well equipped, and there is adequate work and storage space for staff. There is ample space for students outside of the classrooms, including outside seating areas.

R2 The premises are well maintained and very clean and provide an attractive study environment for students.

R4 There are excellent relaxation and eating facilities for students in the Helmore building and in other near-by university buildings, although some, including the restaurant, are closed during the summer period when the LSU is at its busiest. In addition, the campus is in the centre of the city and surrounded by a wealth of cafes and restaurants and food outlets.

R5 Signage is generally good throughout the buildings and there are noticeboards outside the staffroom. However, there is no social space or hub near the noticeboards where students could congregate to provide a sense of LSU identity and community.

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 There is a very wide range of up-to-date learning materials for students, including a large collection of DVDs and CDs and a growing collection of online materials. Students and staff also have access to a TV service that can be used for teaching and learning activities.

R8 Teachers also have a wide range of materials and teaching resources that are easily accessible, well maintained and organised. In addition, the library houses a large collection of teacher training and applied linguistics texts that staff can access easily.

R9 All classrooms have a data projector and an interactive whiteboard and the use of learning technology is highly promoted and supported across the university, both through staff training and by technicians. A new online learning platform is being launched across the university in September 2017 and teams of staff have been supported to develop teaching and learning materials for this new initiative. The faculty has created an additional post to support this development and LSU staff have benefited from this support.

R10 As well as the main library in the Helmore building which has around 200 self- access computers and a laptop borrowing service, LSU students have access to a digital language centre on the third floor specifically for language students. There are drop-in and timetabled sessions in the centre and guidance is provided on materials and websites that can be accessed for language learning.

R11 Library inductions are carried out with all classes and often followed up by an intensive session on library search facilities and referencing skills run by library staff, to support students going onto mainstream courses. The library has a help-desk and students are shown this as part of induction and encouraged to use it if they have questions or queries.

R12 The LSU has a dedicated library liaison staff member who works with all staff to review and develop the resources. The library has its own generous budget for the acquisition of new subject stock and the director of the LSU holds the budget for the teaching resources. Staff commented that requests for resources both for teaching purposes and for the library were well supported.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Premises and facilities are excellent and the university campus is well designed, well maintained and in a very convenient location for students. Teaching rooms are well equipped; there is a wide range of food outlets for students and other leisure facilities nearby. Learning resources are extensive and of a high standard. *Premises and facilities* and *Learning resources* are areas 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 A substantial majority of the teachers working in the LSU are diploma qualified.

T3 Rationales were provided for three TEFLI staff working on EAP programmes; one of these had successfully completed two modules of an externally validated diploma-level teaching course, and another is about to start. The other has considerable experience of external examining for IELTS, and for pre-sessional courses at other universities. All have substantial experience of teaching EAP, as well as general EFL, and each has been supported by a mentor from the permanent staff. The rationales were accepted in the context of this inspection, given the experience and skills that each of these staff was able to demonstrate.

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

T6 Teachers are well matched to courses and managers encourage staff to develop their skills and experience by teaching on new bespoke courses that are requested. Newer staff are paired with experienced staff to ensure that there is adequate support and guidance.

T9 Guidance is provided in the handbook and by mentors on how staff can successfully manage continuous enrolment.

T10 There are very good systems for formally supporting teachers. As well as the pairing of new and experienced staff and the mentor system, there is an open-door policy by the LSU director and the course leader, and staff are encouraged to ask for support whenever they need it. The faculty also provides good technical support and training for staff and there is an extensive university CPD programme as well as more bespoke local CPD sessions. Teachers are required to produce extensive weekly plans. Support is provided for these by mentors and by the management team.

T11 All new staff have an early observation and there is a requirement for all staff to have an annual observation that is carried out by a trained reviewer. Staff on probation are observed at least twice in the first 18 months of their contract. The director of LSU also carries out less formal developmental observations to inform local CPD sessions, and peer review is also encouraged although not mandatory. Not all observations records were available for inspectors.

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 Course design principles are clearly articulated in both staff and student handbooks and are based on Common European Framework of Reference (CEFR) 'can do' statements. For bespoke courses there are comprehensive and detailed syllabi and guidance for teachers.

T13 Informal course reviews takes place at the end of each course and this was verified by staff at the focus group but formal review is currently not documented in the form of course reports. Tutors are also able to respond to the needs of students in their groups in terms of providing appropriate course content and this is also informed by regular class tests and individual tutorials with students. However, documentation is needed to evidence these practices.

T14 Course outlines are available in staff and student handbooks and also on the staff shared drive. Weekly plans

are impressive and detailed with relevant learning outcomes. Students do not receive a version of the weekly plan but do have learning objectives provided at the beginning of each class.

T15 Student and learning strategies are embedded in the English for academic purposes courses. In addition, links to appropriate websites are provided for students. Library inductions and additional materials on the virtual learning environment provide further support.

T16 The student experience manager is TEFLI and is developing materials and activities that link in-class and out-of-class language activities. In addition, some interesting activities and materials were seen in the Language and Culture classes that prepare students for a visit. The weekly lecture also provides an insight into British life and culture.

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 Individual tutorials are held every two weeks, as well as regular class tests to monitor progress. Students deemed 'at risk' are given additional support. Tutorial records showed that students are provided with comprehensive feedback and were set targets.

T21 Detailed academic reports are provided both for sponsors and for course leaders of the students' target courses.

T22 There is a wealth of exposure to and information on the UK higher education context. The EAP courses themselves provide learner training and there are opportunities for students to make contact with staff from their target course.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All programmes were observed except for those at the Chelmsford campus.

Comments

There were two staff based at the Chelmsford campus delivering a pre-sessional course and a short bespoke course. Chelmsford campus was not visited but one of those teachers also taught at the Cambridge campus and was observed.

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	☐	☒	☒	☒	

T24 Content showed a good awareness of students' cultural backgrounds and learning needs as demonstrated in the detailed class profiles seen. Teachers were sensitive to the pace of learning and to the relevance of the topics and activities.

T25 Learning objectives were focused, relevant and appropriate and were clearly articulated both verbally and on the whiteboard at the start of the lesson. Lesson plans were detailed, thoughtful and clearly staged.

T26 A broad range of teaching techniques was seen and many were confidently executed. Techniques included appropriate elicitation, concept checking, prompting and effective questioning.

T27 Teachers controlled the learning environment well by appropriate seating arrangements and good organisation of classroom interactions. In many segments there was imaginative use of technology to promote learning. Materials, on the whole, were very appealing.

T28 There were frequent examples of positive reinforcement of language produced, good monitoring of individual and group work and useful correction of pronunciation. Teachers also employed self- and peer-correction effectively.

T29 Good examples of recycling and revision of previous work were seen and there was some effective use of check questions.

T30 Students were very actively engaged in the learning process. Tasks and content were motivating and a very positive and stimulating learning environment was created in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good. Knowledge of linguistic systems was sound. Lesson content was highly relevant to the needs of the learners and lessons were carefully and thoughtfully planned. Teachers demonstrated a wide range of techniques and managed the learning proficiently. In all classes students were fully engaged, resulting in a very positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are experienced and well managed and supported by the academic management team. There are good opportunities for development. Course design is well considered and implemented and students are well supported on their learning journey. Lessons are well planned and effectively executed to maximise student engagement and motivation and learning is carefully monitored and evaluated. The teaching observed met the requirements of the Scheme. *Course design, Learner management* and *Teaching* are areas of strength.

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	☐	

W1 A very effective provision is made for the safety and security of students. The head of security, who leads a team of thirteen, is responsible for safety and security across the campus, comprehensively monitored from the office by multiple CCTV cameras. For out-of-hours access, students need to use their electronic and photo ID cards to access buildings. First aiders are on call at all times. There are up-to-date risk assessments for all areas of the premises and an emergency policy and procedure. Fire alarms and equipment are regularly serviced and tested. The campus has about 40 trained fire marshalls. Twice-yearly fire evacuation drills take place, timed to coincide with the two main intakes of new students.

W2 A very good level of pastoral care is provided. New students receive pre- and post-arrival handbooks. The student experience officer (SEO) and the course leader/senior lecturer oversee their induction and orientation, a

process which extends over a full day. During the process, the SEO introduces new students to staff at the international student advice service, the student services department, the chaplaincy and the students' union, all of which provide a variety of information, advice and pastoral care. As well as a campus tour, the induction includes a tour of Cambridge. There is a multi-faith room and a prayer room, and representatives of several faiths work as part of the chaplaincy team to provide appropriate support.

W3 Students confirmed that the SEO was the first person they would approach to deal with any personal problems. His office location and email address are given at induction.

W4 Written policies and procedures for dealing with abusive behaviour are set out in writing in a number of university documents. However, the issue and how victims and the university might respond are not explained in language easily accessible to lower level students. The head of risk management is in charge of the implementation of the university's Prevent policy.

W5 The emergency procedure is for students to phone the security office, which will give them the SEO's number. However, although the reception and security office number is provided in pre-arrival and course information documents, these documents might not be easily accessible in an emergency.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two halls of residence and two of the shared student houses managed by ARU were inspected. At the time of the inspection, LSU students were accommodated in three halls of residence. No shared houses were in use. In all, the university uses eight halls of residence, two floors at the YMCA reserved exclusively for ARU and 35 student houses across the city. Some of this accommodation is owned by ARU and some is commercially let but all is managed by the university.

The LSU does not offer its own homestay accommodation but, if required, arranges homestays through an agency registered with the British Council. The inspectors were told that homestay accommodation is rarely required and usually as a temporary measure by closed groups waiting for accommodation in halls of residence to become available. No students were in homestays at the time of the inspection, but the inspectors saw student feedback and evidence that any problems are promptly dealt with.

Most international students start off in accommodation arranged through ARU's residential service. This serves all students, not just those studying at the LSU. Most students who book accommodation through the service do so for pre-sessional courses and for the the first semester or year of the degree courses that follow. They are then encouraged to find their own accommodation. University accommodation can be booked through an online portal.

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

W11 All students' rooms have regular pre-arrival and end-of-tenancy inspections. The common areas of halls and shared house are regularly inspected, the frequency depending on the type of accommodation.

W13 The various accommodation options and their distance from ARU are described accurately on the website. An online accommodation induction is sent in September and January to new tenants prior to arrival.

W14 A first week satisfaction questionnaire has recently been introduced.

W15 UAR's accommodation is all self-catering. Only homestays booked through the registered agency provide meals.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	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 following comments were made in the registered agency's inspection report following its inspection in November 2015. Criteria W9–W14 were met and there were no points to be addressed. The following comments related to the homestay accommodation inspected in other locations at that time: W17 The documentation and guidance provided for hosts is exemplary, and all hosts visited were aware of the requirements and procedures set out. W21 A notable feature of the provision is the arrangement for students arriving in a house share to be met personally by a representative of the accommodation agency.

Accommodation: residential

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

Comments
W22 Communal areas in residences are cleaned three times a week. The residents are responsible for cleaning their own rooms. Shared houses, where all cleaning is the residents' responsibility, have pre- and post-occupation cleans. If further cleaning is judged necessary, it is arranged and the residents charged.

Accommodation: other

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

Comments
W24 Students seeking their own accommodation are given advice and a useful booklet, *How to be a happy house hunter.*

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
W27 A modest but appropriate leisure programme is provided for all LSU students free of charge, the cost covered by a social budget. Activities include sports such as football or rounders at a local park, visits to art galleries and bowling, evening 'LSU socials' and occasional excursions. There is a larger budget for some courses, for instance the English Language and Culture course which offers three afternoons and a full-day excursion per week. LSU students also have access to student union and university-wide social and cultural activities, and the Unit publicises trips arranged by a commercial student travel agency to Amsterdam, Edinburgh and Paris as well as to closer

destinations like Bath, London and Oxford.

W28 There are generic risk assessments for onsite and offsite activities. In some respects these are adequate, but they are for 'Adults Studying at Anglia Ruskin University' and do not take account of the increased risks facing international students because of their more limited language ability and cultural familiarity. Some risks are identified but not the measures to mitigate them. There is no system to ensure that the staff member leading an activity has read the risk assessment.

W29 Most LSU off-site activities are led by the SEO. He is TEFLI, has a degree in sports coaching and has worked for two national football clubs.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met; the accommodation provided is of a good standard and suitable for international students, and the management of the accommodation is efficient and works to the benefit of the students.