

Organisation name	Birmingham International Academy, University of Birmingham
Inspection date	20–21 May 2026

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in P1, S6, & S7 have been addressed.

Summary statement
The British Council inspected and accredited Birmingham International Academy, University of Birmingham in May 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding 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 university offers courses in academic English for adults (18+) and young people (16+). Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students and leisure opportunities. The inspection report stated that the organisation met the standards of the Scheme.

Introduction
Birmingham International Academy (BIA) is part of the Academic Services department of the University of Birmingham, and provides the university's foundation pathways, pre-sessional English programmes, and English language support for students already enrolled on mainstream university programmes. BIA works closely with Kaplan International Pathways who recruit for the foundation programmes at the university. The inspection took two days. The two inspectors held meetings with the dean, the director of operations and development, the director of English for academic purposes, EAP programme managers, the operations officer, the head of operations, education support team managers, the student well-being and experience manager, the accommodation officer and the director of student affairs. Focus groups were held with teachers and with students. One inspector visited the university campus. The other inspector undertook a virtual tour of a residence. All teachers timetabled during the inspection were observed.

Address of main site/head office

Lucas House, Edgbaston Park Road, Birmingham B15 2TT

Description of sites visited/observed

All teaching takes place on the Edgbaston campus, with extensive facilities and services. BIA is based in Priorsfield and the adjacent Lucas House building. Priorsfield contains administrative offices and reception area, classrooms and a large common room as well as staff office space. Management offices are in the Lucas building, which also has a reception point, classrooms, and further office space. Permanent teachers' offices are distributed across both buildings, and there are also kitchen facilities in both buildings. Two adjacent outbuildings provide additional flexible teaching, storage and administrative space as required. The buildings are set in landscaped gardens with parking facilities, on the edge of the campus. Additional space is available across the campus during busy periods, particularly for summer pre-sessional teaching.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☒	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

Pre-sessional courses run all year, with the largest intake during summer. In-session programmes run during term time. BIA teaches EAP modules for the Foundation pathways which have two intakes per year, in September and January.

Management profile

The dean is the head of school and reports to the Pro-vice chancellor, International. The director of operations oversees the whole BIA operation and is supported by the EAP director, student wellbeing and experience manager and the head of operations. The director of operations reports to the director of student affairs. The programme managers report to the EAP director. Teaching fellows report to the programme managers.

Accommodation profile

The university offers a wide range of accommodation, ranging from studio flats to shared residential accommodation. Much of the provision is managed by the university, but some accommodation is offered through third-party providers depending on need. At the time of the inspection, five such residences were in use. In some but not all cases, the university has sole occupancy of third-party accommodation. Most rooms across the provision are ensuite, but budget options with shared bathrooms are available. Most of the accommodation is on campus.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's clearly stated goals, embedded values, and publicity. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation, although some premises risk

assessments are lacking. A wide range of learning resources is available, appropriate to the age and needs of the students. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is very appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are structured and well managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students receive high levels of pastoral support, and most accommodation systems are suitable. The leisure programme is varied and well-resourced. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

Overall, the provision meets the section standard. Levels of safeguarding training are very good, and supervision of under 18s on during lessons and activities is effective. Systems for ensuring the safety of under 18s in their free time and in their accommodation are, however, insufficient.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is a very clear statement describing the goals and values of the organisation, which was created using extensive staff polling, student input and is in line with wider university strategies.
M2 Objectives for the future are very clear, regularly updated and communicated to staff.
M3 Staffing levels within the academy are very generous and the structure of the operation is very clear.
M4 Communication within the academy is very effective and staff feel included and heard. Channels of communication with the wider university are also well utilised.
M5 Systems to obtain and record feedback from students are very effective. There is evidence that feedback is analysed and used to improve the provision.
M7 There is a comprehensive and regular quality review of all systems, processes and practices, incorporating multiple sources of references including staff and student feedback.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met

M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M9 There is currently no system for the review of job descriptions.

M11 Thorough induction is provided for all staff, including for temporary pre-sessional staff. The induction process is well documented and recorded.

M12 Procedures for the appraisal of year-round staff are very good. However, no procedures are currently in place for seasonal staff.

M13 Arrangements for continuing professional development are well established and organised. There is a BIA budget for external training and a range of university initiatives for staff development.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

All criteria in this area are fully met.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity, and this is supplemented by information on the academy's foundation recruitment partner's website.

M25 Publicity lacks information on the care of under 18s, such as supervision outside class times, arrangements for the journey from accommodation to the teaching centre and limits to supervision of 16 and 17 year olds.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 Risk assessment of third-party accommodation used by the academy has not been carried out. Also, inspectors failed to see risk assessments of additional teaching spaces used on the campus.
P2 The premises are in a very good state of repair and cleanliness and create a very positive impression, as well as providing a very suitable environment for students and staff.
P3 Classrooms are spacious, quiet and well equipped and provide a very suitable study environment.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learner resources are custom made to meet student needs and are of very high quality.
P8 A very wide range of resources are available for teachers and are very well organised and accessible.
P9 There is a good range of educational technology in classrooms, which is well maintained and utilised.
P10 A very good range of electronic resources are available for students to learn independently, as well as the university library.
P11 Resources for courses are reviewed after each iteration. Substantial staff time and resources are dedicated to this process.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	

T5 There are very good arrangements for cover and ensuring continuity of teaching. There is a timetabled cover rota, and records ensure that programmes can remain consistent.

T8 Very strong support and guidance is available. There are dedicated programme managers, as well as additional co-ordinators on the summer pre-sessional programme, and educational technologists.

T9 A robust observation process is in place which strikes a good balance between monitoring and development. Observation reports are clearly written up and used in appraisals.

T10 Extensive CPD opportunities, internal and external, are available to teaching staff.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Courses are designed according to clearly stated principles, and materials are customised to match these principles. There is detailed information and guidance for teachers.	
T13 Course design is very regularly reviewed through formal and documented processes.	

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments	
T16 Student progress is effectively evaluated through both coursework and summative assessments. Progress is monitored through regular tutorials and is recorded and tracked.	
T17 Students receive very good learning support on all programmes. Tutorials help them to set and achieve their targets, and there are language support classes as well as self-access and learning activities. On summer pre-sessional courses there are dedicated language support tutors.	

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Foundation pathways, Presessional EAP, Insessional
Comments	
All lessons observed were in person.	

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers consistently provided accurate and level-appropriate language models, explanations and examples. Language used for illustration and clarification was well matched to learners' needs, and pronunciation support was effectively incorporated where appropriate. Teachers demonstrated strong subject knowledge and responded well to opportunities to develop emergent language, supporting learners' understanding and extending their language awareness.

T20 All lessons were firmly based on course objectives, schemes of work and learner profiles. Topics and materials were appropriate and relevant to learners' academic and linguistic needs. Planning reflected a good understanding of individual learners, with evidence of sensitivity to differing learning needs and rates of progress. In many lessons, additional challenge was provided for stronger learners through carefully selected extension activities.

T21 Learning outcomes were clearly identified in lesson planning and were generally shared effectively with learners. Activities were logically staged and well scaffolded in the vast majority of lessons, enabling learners to build knowledge and skills progressively throughout the lesson. There was a clear relationship between learning outcomes and classroom activities, supporting purposeful and coherent learning.

T22 Teachers employed a good range of teaching techniques to support language learning and skills development in most lessons. Instructions were generally clear and supported by effective checking of understanding. Elicitation, concept checking, nomination and questioning techniques were used appropriately in the majority of lessons to engage learners and promote participation.

T23 Teachers made effective use of available teaching and learning resources, including classroom technology, course materials and whiteboards. Resources were generally integrated well into lessons and supported learning effectively. In many lessons, teachers supplemented core materials appropriately to enhance learner engagement and understanding.

T24 Teachers monitored learners closely during activities and provided feedback that supported learning. Language errors, including pronunciation issues, were addressed appropriately in many lessons, and feedback was generally constructive and developmental. Effective praise was used to encourage participation and build learner confidence.

T25 All lessons included opportunities for learners to evaluate their progress against learning outcomes and to demonstrate their developing knowledge and skills. Activities were closely linked to lesson aims and provided useful evidence of learning. Teachers frequently made connections with previously covered material, helping learners to consolidate and reflect on their progress over time.

T26 Teachers established positive relationships with learners and created supportive classroom environments conducive to learning in the vast majority of lessons. A good balance of teacher–student and student–student interaction was evident, and pair and group work were managed effectively. Learners were engaged and encouraged to contribute in almost all lessons, with teachers drawing on students' knowledge, experiences and

interests to enrich classroom interaction. Teachers listened attentively to learners and responded positively to their contributions, helping to foster an inclusive and participatory learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	

W2 Students receive a very high level of pastoral care from a dedicated wellbeing team. The tutorial system also contains a pastoral focus.

W5 The website provides all required information, and students are also invited to a pre-arrival online event where further information is provided, and questions can be answered.

W6 First aid provision is entirely suitable, and the university has an on-campus GP that all students are encouraged to register with.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W7 The university provides a wide range of accommodation to suit different tastes and budgets. The vast majority of options available are ensuite, and those viewed during the inspection were in a very good state of repair and cleanliness. Residential facilities include shops, gyms, study areas, and green spaces for relaxation.

W9 Although all accommodation managed by the university is inspected before students are placed, the same procedures are not in place for that offered through third-party providers.

W11 Excellent systems are in place for identifying and resolving any issues with accommodation. Students can report any issue immediately, using a QR code, and the accommodation team ensures that action taken is swift.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met
Comments	
W18 The university recommends a wide range of local accommodation that is not monitored. This issue was rectified during the inspection and is no longer a point to be addressed.	

Leisure opportunities		Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.		Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.		Strength
W21 Any leisure programmes are well organised and sufficiently resourced.		Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.		Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.		Met
Comments		
W19 Students have access to a wealth of information on activities in the local area through various university promotions and information points. Leaflets and booklets are also available around the campus.		
W20 As well as monthly activities of a cultural nature offered by the EA, there is also a college-wide provision. This includes a wide variety of optional activities related to sport and wellbeing, which provide opportunities for BIA students to interact with local students from other college departments.		
W21 Activities offered by the EA are led by teachers and planned in consultation with existing students. Facilities on site include a swimming pool, climbing wall, and gym.		

Safeguarding under 18s

Safeguarding under 18s		Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.		Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.		Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.		Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.		Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.		Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.		Not met
S7 There are suitable arrangements for the accommodation of students.		Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.		Met
Comments		
BIA accepts 16 and 17 year olds on their courses. At their peak in September, there were 104 under 18s enrolled. At the time of inspection, there were 26 under 18s enrolled.		
S2 The training profile of the team at BIA is very good, with a number of staff besides the DSL trained to advanced or specialist levels. All other relevant staff have received basic safeguarding training.		
S5 Supervision of under 18s during scheduled activities is very well managed. As well as clear procedures with regard to students' absence, all such students have a fortnightly wellbeing check with a member of the safeguarding team.		

S6 Although clear guidelines are in place about keeping safe, BIA do not risk assess requests for overnight stays and no right to refuse is reserved.

S7 Students are accommodated in self-catering residences, and no curfews are imposed and no system to monitor under 18s overnight. Parental consent forms detailing the lack of overnight supervision were not seen during the inspection.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Foundation Pathways subject-specific modules, Birmingham International Summer School
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	University of Birmingham Dubai, Birmingham International Summer School

Private sector

Other accreditation/inspection	N/a
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State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Various teaching rooms around the campus which are used in the summer months.

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	410	1345
Full-time ELT (15+ hours per week) aged 16–17 years	26	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	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	436	1348
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–38	19–38
Adult programmes: typical length of stay	8–9 months	2–4 months
Adult programmes: predominant nationalities	Chinese, Saudi Arabian, Kuwaiti	Chinese, Saudi Arabian
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: typical length of stay	0	0
Junior programmes: predominant nationalities	0	0

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	13	108
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	13	
Number of academic managers for eligible ELT courses	5	17
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	Many across the campus	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	5
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	5
Comments	
The academic managers do not have teaching responsibilities.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	13
TEFLI qualification	0
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	13
Comments	
None.	

Accommodation profile

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

Home tuition	0	0
Residential	149	25
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	261	1
Overall totals adults/under 18s	410	26
Overall total adults + under 18s	436	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, S6, & S7 have been addressed.