

Organisation name	Brunel University, Uxbridge
Inspection date	9–10 November 2021

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 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.

Summary statement

The British Council inspected and accredited Brunel University Uxbridge in November 2021. 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).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

Brunel Language Centre (BLC), previously part of the former Brunel Educational Excellence Centre, now sits within Communications, Marketing and Student Recruitment (CMSR), following a restructuring since the last inspection. The director, the head of pre-sessional programmes (HPP), the academic English programme leader (AEPL) and most of the teaching team have been with BLC for some years as an established and stable team.

Due to the global pandemic, the inspection was conducted remotely. The inspection took the equivalent of a day and a part day over two days. Meetings were held with the director, the HPP, the AEPL, the senior human resources (HR) operations manager, the planning and operations team leader, the international marketing planning manager, the head of health, safety and environment, the student support and welfare manager, the accommodation and residences manager, and the activities assistant.

Focus group meetings were held with teachers and with students. The main BLC premises were viewed through a video link. Video tours of two residences were shared with the inspectors. Four of the 11 teachers timetabled during the inspection were observed. Two others were not observed because of technical issues, and the remaining teachers were not observed because of the constraints of the timetable.

Address of main site/head office

Brunel Language Centre, Russell Building, Brunel University, Kingston Lane, Uxbridge UB8 3PH

Description of sites observed

The BLC is located on the first floor of the Russell Building, close to the main university campus entrance. It can be accessed by stairs or lift. There are two staffrooms for teachers and offices for support and administrative staff, as well as kitchen, relaxation and toilet facilities. The centre also has two dedicated classrooms, tutorial rooms and access to a conference room and further centrally-bookable classrooms in the building, as well as more widely across the campus at busier times. Staff and students also have access to all the facilities and provision throughout the campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses offered are English@Brunel, which start as general and progress to academic English, pre-sessional English with three intakes across the year, and in-sessional support classes during termtime. At the time of the inspection, all these course types were running, and provision had continued, online, throughout the pandemic. At inspection, there was a mix of online and face-to-face teaching.

Management profile

The BLC director reports to the director of CMSR, along with three other directors. Within BLC, the HPP and the AEPL have line management of their teaching teams, and report to the director, along with the planning and operations team leader, who line manages the administrative team, the finance officer and the activities assistant.

Accommodation profile

The university has 31 residential buildings on campus. Accommodation options range from standard rooms with shared bathroom and kitchen facilities and ensuite rooms, also with shared kitchen facilities, to apartments and self-

contained studios. Bathrooms and kitchens are shared by between 10 and 15 students. Laundry facilities are available in each block or complex. All residences are managed by the university. The university also has a letting agency managing private accommodation offered by local landlords.

Summary of inspection findings

Management

The provision easily meets the section standard. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Extensive guidance on the use of these resources is provided for staff and students.

Teaching and learning

The provision easily meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Health and safety policies and procedures are robust and training is thorough. Support for student welfare and health is excellent, and information on life in the UK is plentiful. Accommodation is suitable and systems for maintenance and oversight are robust.

Safeguarding under 18s

The provision meets the section standard. Safeguarding policies and supporting documents are in place, and supervision is appropriate. Accommodation is suitable but parents/guardians are not provided with the university security number in case of emergency.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
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.	Met
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.	Met
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.	Met
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.	Met

Comments

The organisation has clearly stated goals and values and the BLC operating plan sets clear objectives with timeframes. The centre's management structure is reinforced through a staff gallery notice with photographs.

Communications are good, making use of a range of different channels, both formal and less formal. These systems are enabled by good technology and have clearly proved effective in keeping everyone in touch during periods of lockdown without face-to-face contact. There is a clear cycle of continuous improvement drawing on information from staff and student feedback in particular, both of which are regularly collected and acted upon.

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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Well-established systems ensure that staff are well recruited, inducted, supported and monitored, as well as given opportunities for development. There is comprehensive guidance for managers in implementing these systems, and professional development is dealt with both in the wider university context and locally within BLC.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 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
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

BLC staff liaise effectively with university admissions and related teams to provide strong administrative services to students. Technology provides good support and information is easy for staff to retrieve. There are clear policies and procedures for dealing with attendance, complaints and student conduct.

Publicity	Met
M22 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
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met

M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
BLC publicity forms part of the Brunel University website. Publicity is detailed, accurate, comprehensive and well presented. Good consistency of information is provided through downloadable information sheets for all courses. The approximate costs of the leisure programme were not clearly stated; this was changed during the inspection and is no longer a point to be addressed.	

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments	
The premises are in a good state of repair, clean and well maintained. Dedicated classrooms are suitably furnished and well equipped, with good natural light. Both staff and students have access to a wide range of food and drink, together with facilities for its consumption, and space for relaxation. Drinking water is available throughout the campus, although water fountains are currently closed due to the pandemic. Staffrooms provide good facilities for work and storage, and there is ample space for meetings, which are currently held virtually. There is an impressive array of varied, well organised and attractively presented information throughout the BLC premises.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments	
A good range of learning and teaching resources, including digital coursebooks is available, well organised and easy to access for teachers and students alike. Technology is well maintained and supported throughout the university, and students have access to a range of independent learning facilities, with comprehensive induction, training and advice. Teachers have also received good levels of training in the use of technology and were supported in making the transition to online delivery. Review of resources takes place regularly and draws on feedback from staff and students.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All academic staff are appropriately qualified for the courses they teach, many have higher degrees and related specialisms, and there is a wide range of experience, knowledge and skills in the teaching team. The academic management team all have strong professional profiles and appropriate qualifications.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
All aspects of academic management are dealt with appropriately. There are good arrangements for cover, with at least two teachers normally available, as well as the academic management team. Support and guidance for teachers is good, with continuing professional development sessions aimed at relevant needs. Observation takes place regularly and teachers in the focus group mentioned their experience of observation very positively.	
Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
The structure of courses is clearly described for both teachers and students. All materials for each week are uploaded to the student portal and teachers design courses using schemes of work. Strong connections are made to skills for both study and university life in the UK.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All aspects of learner management are effectively dealt with, and students benefit from weekly tutorials which help them set learning objectives and direct them to independent study resources. The majority of students are planning to continue to UK university study and are well catered for in terms of information, support and advice.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	online, on campus, English@Brunel plus pre-sessional

Comments

Due to time constraints and some technical issues during the inspection, only four teachers were observed of the 11 timetabled during the inspection.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated sound knowledge and awareness, and dealt effectively with complex patterns of language in academic discourse. They provided clear and appropriate models and gave clear explanations. Many paid attention to features of pronunciation.

T24 Plans included detailed student profiles and very specific objectives with immediate connections to students' main course of study. Topics, materials and activities were highly relevant.

T25 Lesson objectives were clear and relevant. They were shared with students and often signposted during the lesson. Most plans demonstrated very good sequencing and staging with effective scaffolding.

T26 A very good range of teaching techniques was confidently drawn upon, including some good eliciting, summarising, concept checking, prompting, and nominating.

T27 Classrooms were well managed and competent and confident use was made of online technology and tools. Teachers checked instructions carefully and set up activities clearly. Resources were often attractively presented and course materials well exploited.

T28 Teachers provided plentiful praise and encouragement and demonstrated a good range of techniques for feedback, including reformulation and delayed error correction.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were very high levels of student engagement, and teachers often used their knowledge of students to encourage participation. Strong teacher presence and rapport, as well as use of humour and fun, all contributed to a purposeful, positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good against the criteria, with the majority being good. Teachers showed strong awareness of linguistic systems and provided thorough and clearly staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a range of techniques with confidence and resources were used to very good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 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
W3 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.	Met
W4 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
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Health and safety are given very high priority, with regular committee meetings at both school and university levels to ensure the safety and security of students. Risk assessments and emergency plans are detailed and training systems to ensure staff are aware of their responsibilities are robust. The emotional and physical welfare of students is very well provided for with a dedicated team on campus providing general support as well as more specialist care when required. Tolerance and respect are central to the university's ethos, and this is made explicit to all students. Information regarding life in the UK is abundant and available through a variety of channels. There is a health centre on campus.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

The university offers a range of on-campus living with residences offering both standard and ensuite rooms, as well as shared apartments and studio accommodation. The university also has its own letting agency working closely with local landlords offering private accommodation offsite. All residences viewed were in a suitable state of repair and cleaning schedules are entirely satisfactory. Inspections are frequent and rigorous with procedures for the

identification and resolution of problems being similarly efficient. Written agreements for both students on campus and landlords offering private accommodation are entirely suitable. All accommodation is self catering.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

The university provides oversight of private rented accommodation through the university letting agency.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Information on social, cultural and sporting events in the UK is plentiful and available from the language centre noticeboards and the student union website. The social programme provided by the centre as well as activities offered by the student union are very varied and appropriate to the differing interests of the large student body. Student feedback is actively sought and informs future planning. Student ambassadors are employed to lead activities from the language centre's programme and are provided with thorough training and support. This includes instruction on how to ensure the health and safety of students during all activities.

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.	Met
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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	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.	Not met

Comments

Under 18s are not common at the university with a maximum of two or three studying at any one time and up to three or four across an average year. There was one student under 18 studying at the time of the inspection.

A detailed safeguarding policy is in place, supported by useful documents such as a staff code of conduct. Training both within the department and across the university is proportionate and appropriate. Parental consent forms along with other documentation make it quite clear to parents and guardians what the limits to supervision are within the context of a university campus, including accommodation. Although the university has records of emergency contacts for all students, including those under the age of 18, there was no evidence that parents and guardians are provided with a 24-hour contact number for the university.

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	2008
Last full inspection	2016
Subsequent spot check (if applicable)	N/a
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	Modern Languages tuition, Brunel Pathway Centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University Language Centre
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
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Details of any additional sites not in use at the time of the inspection and not visited	N/a
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Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	52	156
Full-time ELT (15+ hours per week) aged 16–17 years	1	2
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	53	158
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	11 weeks	10 weeks
Adult programmes: predominant nationalities	Chinese, Kuwaiti, Saudi Arabian	Saudi Arabian, Kuwaiti, Chinese,

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	21
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	Above 4, plus university infrastructure	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	11
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	13	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	39	1
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	52	1
Overall total adults + under 18s	53	