British Council

Inspection report

Organisation name	Brunel Language Centre, Brunel University, Uxbridge
Inspection date	14–15 June 2016

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. However, evidence must be submitted within six months to demonstrate that the issue identified in C4 has been addressed.

Summary statement

The British Council inspected and accredited the Brunel Language Centre, Brunel University in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this university offers courses in academic English for adults (17+).

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

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	February 2012
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	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

State sector

Type of institution	University
Other accreditation	N/a

Premises profile

Address of main site	Brunel Language Centre, Russell Building, Brunel University, Kingston Lane, Uxbridge UB8 3PH
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	On the first floor of the Russell Building, the Brunel Language Centre (BLC) has two staffrooms for teachers, one common room for all staff, one programme leaders' office (three staff), and an office for the academic director, one academic administration office (three staff), one operations office (four staff), and an office for the operations and business development manager. The centre also has two bespoke classrooms, three bespoke tutorial rooms and access to a further four centrally-bookable classrooms in the building, and one conference room. There are toilet facilities and a kitchen. In the very busy period later on in the summer, BLC classes are taught in a variety of classrooms in a number of buildings, booked through the central room booking service. Staff and students also have access to all the general-use university buildings on this compact campus. London Brunel International College (LBIC), a partner college run by a private company, occupies the ground floor of the building.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	3%	11%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	56	360
Full-time ELT (15+ hours per week) aged 16–17 years	0	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	57 (Students from other departments attending English courses)	6
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	113	367
Minimum age	17	17

Typical age range	20–40	17–46
Typical length of stay	16 Weeks	10 Weeks
Predominant nationalities	Chinese, Saudi Arabian, Thai	Chinese, Saudi Arabian
Number on PBS Tier 4 General student visas	104	352
Number on PBS Tier 4 child visas	1	1
Number on short-term study visas	1	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	34
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	9
Certificate-level ELT/TESOL qualification (TEFLI)	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	9

These figures include the academic managers.

Comments
Two course leaders were teaching during the inspection and are included in the table above. The course leader for the pre-sessional provision and the academic director of the centre were not teaching and are not included. They are both TEFLQ, as are four other teachers who regularly teach in the centre but were not teaching in the week of the inspection.

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
BLC runs a full-time (19 hours) English@Brunel course year round, up to 38 weeks, with entry dates in July, September, October, January and February and open to students who may or may not have an academic offer from Brunel. This starts as a general English course and moves towards a full academic English course by the beginning of the second term.

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A pre-sessional academic English course of varying lengths from four to 20 weeks is available from April to August, almost exclusively for students who have an academic offer from Brunel.

Throughout the academic year and into the vacation, a full programme of academic English support and academic skills development courses is run as taught modules of between four to eight weeks. In addition, a one-to-one academic English consultation service is available.

Academic English courses (pre-sessional and in-sessional) are provided by the BLC for students enrolled on London Brunel International College pre-masters, first year undergraduate and foundation courses.

'Other' refers to online English courses and one-to-one consultations run for students who are not at Brunel.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	91	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	22	0
Overall totals adults/under 18s	113	0
Overall total adults + under 18s	113	

Introduction

Brunel Language Centre (BLC), formerly known as The International Pathways and Language Centre (IPLC), is one of four departments that make up the Brunel Educational Excellence Centre (BEEC), a recently established department of the university whose stated purpose is "to promote, support and enhance excellence in learning and teaching" across the whole university. BEEC also includes the Academic Practice Service for staff, the Academic Skills Service for students and the Learning Technology Team.

At the time of the inspection the university had almost 13,500 students, of whom almost 3,500 were international. BLC international students are predominantly postgraduate students, although some undergraduate students may enrol on the English@Brunel course and may attend the Academic English provision for London Brunel International College, a partner college run by a private company, courses.

The inspection took place over two days and one evening and included meetings with the director of BEEC, the academic director of the BLC, the course leaders of English@Brunel, Summer Pre-sessional English and Academic English (in-sessional). Separately, inspectors met the business development and operations manager, the conversion and new media officer, the international admissions officer, the international student services officer, a human resources officer, the subject liaison librarian, the lead safeguarding officer, the security operations manager the student equality and diversity manager, the residences manager, and members of the university health and safety team. Focus group meetings were held with teachers and students. One inspector inspected three halls of residence, the Sports Centre, the Medical Centre and the Off-campus accommodation office. Seven segments of teaching were observed.

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 Although the centre has been re-named and is now in a different department of the university, the management structure remains largely the same and continuity has been maintained through the academic director of the centre and a core team of academic management, teaching and administrative staff.

M4 Communication channels within the centre, both formal and informal, are fluid and effective, achieved through regular, minuted meetings of administration and academic teams, as well as close geographical proximity in the Russell Building. Regular meetings of the Brunel Educational Excellence Centre (BEEC) management staff, together with close contact between the BLC academic director and the director of BEEC, help to facilitate links with other departments and the university as a whole. The business development and operations manager has close links with the International Office.

M5 Human resources policies are detailed, clear and appropriate. Sampling revealed, however, that all stages of checking and recording suitability are not routinely applied, especially in the following up of reference requests. (See C4.)

M6 Although copies of qualifications were not found in all the personnel files sampled in HR, endorsed copies of all relevant qualifications of current staff and additional staff employed in summer 2015 were seen in the centre.

M7 Induction procedures for all staff are thorough and effective. They are staged, recorded on a useful checklist, and underpinned by a detailed staff handbook. Sections of the university-wide induction are compulsory and course induction for summer teachers is comprehensive. All staff have safeguarding and Prevent awareness training.

M8 All contract and administrative staff have an annual Performance Development Review (PDR); hourly-paid tutors have a "Job Chat" with their line manager. Procedures are clear and record-keeping is detailed. Members of both groups of staff said the experience was positive. Both monitoring procedures include recognising and addressing poor performance. There is no separate capability policy, however, as issues of this type are included in the disciplinary policy and are dealt with through disciplinary procedures.

M9 Continuous professional development is seen as very important, is encouraged by the institution and the centre, and has a generous budget. PDR meetings and Job Chats lead to individual staff development programmes which could include internal and external training and development activities and up-grading of qualifications. Administrative and academic staff have taken part in an impressive number of relevant personal development events, all evaluated and recorded.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	

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

Comments

M10 The administrative team work well together and can substitute for each other when the need arises. All work to a common student information system, from which information can be easily retrieved.

M11 Website information is detailed and useful. The grid that links language level at entry and the suggested number of weeks needed is particularly useful. Students are encouraged to seek more guidance at an individual level by contacting well-informed staff at the centre. Placement procedures contribute to this process and weekly tutorials provide continuous advice. A detailed course handbook contains very useful information about course aims, content and assessment. Students in the focus group felt they were in the right course for them and at the right level.

M12 The enrolment process starts online before students arrive and then continues during the induction and orientation period. There are barriers to progress within the enrolment procedure if essential information, such as emergency contact details, is not provided. All items sampled during the inspection were satisfactory.

M13 Students are informed about the importance of keeping personal details up to date and are shown how to do this through the online student records system. Reminders to keep local details up to date are sent to students from the student centre. Emergency contact information is available at all times for use by relevant staff.

M14 There is a very firm attendance policy. Students are informed early and clearly that one hundred per cent attendance is required and they sign an attendance policy agreement kept by their tutor. The process of monitoring attendance and following up absence is prompt and thorough.

Quality assurance

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

Comments

M16 An action plan responding positively to all points to be addressed listed in the last report was seen and improvements were noted.

M17 The quality review cycle is comprehensive. Service standards are applied to administrative systems, and courses are systematically reviewed with suggestions for improvement noted, proposed action points listed and outcomes checked and recorded. Feedback is sought from staff, students and academics in other departments. Information is fed into detailed course reports which are written by course leaders and seen and monitored by the academic director and the director of BEEC. Responses are published in the online Programme News Report.

M18 Student feedback is gathered through mid-course and end-of-course, online, student satisfaction surveys, weekly tutorials and regular student focus groups. Initial feedback is sought in the placement test interview and recorded on the first tutorial record form. Student feedback seen during the inspection showed a high level of student satisfaction; this was confirmed in the student focus group.

M19 Staff provide continuous feedback at regular course team meetings, by completing end-of-course questionnaires and through PDR meetings. All feedback is used by course leaders to inform the course report which includes suggestions designed to lead to improvements in provision and delivery. Staff in the focus group said they were listened to and could see changes that had come about as a result of their feedback.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
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 main medium. There are also printed pages which describe each of the courses on offer and a Brunel English Language Test (BrunELT) leaflet.

M23 Course descriptions are detailed, clear and useful. The text and video clip for the pre-sessional courses is very useful.

M24 The minimum age is only stated at the application stage.

M25 Overall, costs are clearly stated. A link to a university page referring to deposits, which could cause confusion, was removed from the BLC website during the inspection.

M26 Overall, information about accommodation is clearly stated. A link to information about homestay provision was removed during the inspection.

M28 There is no description of staff qualifications or experience.

M29 Publicity for the Brunel English Language Test bears the Accreditation Scheme marque. This was removed from the website during the inspection. It will be removed from the leaflet in the next print run. The British Council logo, rather than the Accreditation Scheme marque, is displayed on some information sheets and folders. This will be removed in the next print run. Publicity for the LBIC English courses taught by BLC includes some information about their mainstream courses. Centre publicity in future will use the Accreditation Scheme marque incorporating the phrase "for the teaching of English". The website states that the BLC has been "formally recognised by the British Council as a centre of excellence", which is not a description recognised by the British Council.

Management summary

The provision meets the section standard and exceeds it in some respects. Management of the centre is effective, student administration is efficient, quality assurance procedures are thorough and, apart from occasional misuse of the Accreditation Scheme marque, publicity is accurate and clear. *Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 BLC accommodation in the Russell Building is of a high quality. It is spacious, clean and well maintained. Teaching rooms in the nearby Lecture Centre are also of a high standard. Students have access to all university buildings, facilities and amenities on this pleasant campus. All the university halls of residence are on the campus and are within easy walking distance of the BLC and other buildings.

R3 The teaching rooms in the Russell Building and in the Lecture Centre are light, spacious and have moveable furniture. Staff in the focus group regretted that later in the summer pre-sessional classes have to move out of the Lecture Centre into rooms in a variety of other buildings, some of which may not be up to such a high standard. These rooms were not seen by inspectors but assurance was given that they are all at least satisfactory and some are very good.

R4 There are a number of places on the campus where students can relax, including a variety of eating places and cafes. Students in the focus group reported that choice was limited and prices were high.

R5 Signage is clear. Noticeboards are particularly well organised and useful and interesting information is attractively presented.

R6 There are two workrooms for teachers and one for the three course leaders. Recently a small, but pleasant, room has been set up as a common room for all staff to use. When the number of teachers increases as the summer progresses, another room is set aside as a staff workroom. There is an ample supply of computers and easy access to printing facilities.

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 English@Brunel students are supplied with a coursebook in the first term and a grammar book in the second. Pre-sessional students have a coursebook. In addition, excellent booklets covering all main elements of EAP courses have been produced in the centre. A wide selection of material is available online and through the Brunel virtual learning environment (VLE). Students are directed to specific materials to provide supplementary help in areas of weakness identified through tutorials. A number of teachers have been allocated time for projects which involve materials production using a variety of media. Those sampled were interesting, stimulating and directed towards the development of relevant skills. There is a large collection of graded readers.

R8 All resources described above are available to teachers. There is also a sizeable collection of supplementary materials, course and skills books. Specific mainstream subject materials are available for use in the module of the pre-sessional course that is geared towards the students' target discipline. This material is also available for teachers on in-sessional courses as similar areas of language and skills development are covered.

R9 Some teaching rooms have interactive whiteboards; all rooms have at least one large whiteboard. Data projectors are standard in every teaching room. They were seen in use in all lessons and were being used by students in some. Computers are available for use by students in a number of places around the campus. Staff in the focus group commented positively on the speed and efficiency of the IT support staff.

R10 BBL material is available for self-access, using BLC or other campus IT facilities.

R12 There is ample evidence of continuous review and development of resources, with a generous budget available for the purchase of published materials and to allocate time to staff to develop online and multi-media materials. All resources are well organised and easily accessible.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Premises are fit for purpose, pleasant and well kept. Facilities which enhance learning and teaching are in plentiful supply and are well maintained. There is a wealth of relevant and interesting material, both published and centre-produced, which is well organised and readily accessible. *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 All nine teachers teaching during the week of the inspection, as well as others who teach at other times of the year, are TEFLQ.

T4 The academic director and the three curriculum leaders are all TEFLQ and have considerable experience of teaching and managing EAP provision.

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

T10 Teachers have benefited from a number of professional development opportunities provided by the university or in-house by members of the team. They have also attended external training events and conferences and some have been given the opportunity to develop their skills as materials producers and to gain overseas experience. Teachers in the focus group said they were well supported by their academic managers and by their colleagues.

T11 All staff teaching during the year and all additional teachers teaching on the later stages of the 2015 summer pre-sessional course have been observed, apart from the three curriculum leaders. Verbal and written feedback is provided. Teachers in the focus group said it was a positive experience and considered it to be part of their professional development.

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 All courses have two main aims – to bring the students' English language competence up to the level required for entry to their academic course, and to develop the study skills necessary for them to succeed while on their mainstream course. Courses are also designed to give the student an experience that will help them to become fully integrated into the university community by making them feel welcomed, valued and supported. Experience has informed the selection of modules to be covered and their content, the production of relevant interesting materials, and the design of effective methods of assessment.

T13 Course design is constantly reviewed as a result of student and staff feedback and changing student needs. Evidence was seen in minutes of meetings and detailed course reports of changes made in all courses in order to improve delivery and increase student benefit.

T14 Course aims are stated clearly, module content and methods of delivery are outlined, and methods of assessment, together with grade descriptors, are described in detail in the student handbook.

T15 One of the main aims of all the courses is to develop study and learning strategies and every course has an independent study component.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☒	☐

	Not met	Met	Strength	See comments	N/a
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 Placement testing is thorough and covers all skills areas. Student records start with details of placement test results.

T18 Student progress is carefully monitored through weekly tests for English@Brunel students in the first term and formative assessments based on BrunELT assessments in subsequent terms. Progress of pre-sessional students is measured through formative written assignments and mock examination papers for reading and listening. For all students, marks are carefully recorded on spreadsheets. Through weekly one-to-one tutorials any areas of weakness are identified, individual programmes of work are set as self-study, and further individual help is provided if needed.

T19 All students take the BrunELT test; scores are equated with IELTS scores and are recognised by all Brunel University departments, as well as some other universities, as valid entry qualifications for mainstream courses.

T20 Assessment criteria are clearly stated in each course handbook, as are grade descriptors.

T21 The BrunELT test score is the main item on the academic report; attendance, punctuality, motivation and progress are also covered, as well as recommendations for further study.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	One 20-week, one 16-week and three 12-week pre-sessional, one Academic English for postgraduates and one for LBIC students

Comments

Seven of nine teachers were teaching on the two days of the inspection.

Classroom observation

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

Comments

T23 All teachers demonstrated sound knowledge and awareness of the use of English through clear presentations of language and giving uncomplicated answers to students' questions. Teachers also made good use of opportunities for extending and contextualising vocabulary. In most classes new vocabulary was written on the whiteboard with stress marked and lexical class indicated. Meta-language was used at an appropriate level.

T24 Content was entirely matched to course and group objectives. Some group profiles were very detailed and, in a number of classes, plans and delivery showed awareness of the needs of individual students through differentiation of tasks and group formation.

T25 In all classes the learning aims were made clear to the students and in some cases frequent reference was made to them during the lesson. The connection between particular tasks and/or language with the ultimate aim of the course and the students was often mentioned. There was very clear, but smooth, movement between stages and checks that all students were moving on.

T26 A variety of appropriate teaching techniques was seen, including clear instructions for tasks, good concept checking, effective questioning, focused prompting and sensitive monitoring.

T27 Some excellent materials were seen, very relevant to students' immediate, but also to their longer-term, learning aims. Classroom technology was used competently and to good purpose. In some, but not all, classes

desks had been moved into configurations that encouraged shared learning and exchange of real information.

T28 Pronunciation was specifically covered in some lesson plans and in some classes exercises, drills and repetition was noted, but, overall, more attention could have been paid to correction and practice of pronunciation, intonation and stress.

T29 In most lessons, constant checking of learning was seen, with most tasks having an outcome that could be measured. Some lesson plans also showed that time had been allocated for students to evaluate their own learning at the end of the lesson.

T30 All teachers created a positive learning environment for students through engaging tasks, variation of groupings, movement of students, appropriate praise and encouragement, and the use of humour. Nomination was good and all student contributions were valued. Students in the focus group said they enjoyed their lessons, which were interesting and relevant.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from comfortably satisfactory to excellent with the majority being good or better. Teachers demonstrated sound knowledge of structure and use of English, planned lessons carefully, always conscious of the learning aims of the students, and delivered them using a variety of appropriate techniques and excellent materials. Classroom technology was competently used. Students were fully engaged in all cases, were encouraged by their teachers' comments and, in the focus group, said how much they enjoyed their lessons *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The current academic profile is impressive, academic management matters are efficiently handled and teachers feel well supported by course leaders and the academic director. Course design has evolved over the years and strives, through frequent and detailed review, to continue to respond to needs of the students and the demands they face on their mainstream courses. Students are carefully placed in appropriate classes, monitored through progress tests and assignments and are well informed about the internal assessment they must take to complete the course. The teaching observed met the requirements of the Scheme. *Academic staff profile, 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	☒	

Comments

W1 The safety and security of students on campus is assured in a number of ways. These include extensive use of CCTV cameras; a 24-hour security presence and security patrols; regular checks of alarms and other fire equipment; termly evacuations from all buildings; and PAT testing of university equipment and any student property kept in communal areas such as kitchens. Access to residences is by card and students have a key for their individual rooms. A campus police officer is present at all student inductions to talk about safety and security; and there are periodic exercises to ensure preparedness in the event of a major incident.

W2 Tutorials have a pastoral care dimension; if necessary, tutors refer students to the international student services officer or more specialised central services. The university has a multi-faith chaplaincy and information about religious observance is available.

W4 Expectations of behaviour are made clear in a number of documents and students sign a code of conduct form. Good progress has been made to meet responsibilities under the Prevent strategy These include the appointment of a Prevent lead; the development of a Prevent risk assessment, action plan and policy; training for staff and awareness-raising for students. The steps taken have been approved by the appropriate external body.

W6 Very clear information is provided on travel to the university from points of entry to the UK, and free transfers are provided from Heathrow.

W7 In addition to the variety of practical information and advice given on the website, all students participate in a wide-ranging induction programme which includes a tour of Uxbridge. The language centre is also helpfully proactive in facilitating police registration by copying and sending students' documents to the Overseas Visitors Records Office and accompanying students to the office to collect their certificates.

W8 Pre-arrival information includes a statement on entitlement to health care under the NHS. There is an on-site medical practice. Students living off campus are encouraged to register with a GP.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students can request a room in a university residence, and most students on full-time BLC courses opt for this type of on-campus accommodation. University-managed houses are also available. Three residences were inspected which varied in quality but also in price. In two of these students share bathrooms/WCs and have access to a shared kitchen; one had been renovated to a high standard. The third contained ensuite rooms and shared kitchens.

Accommodation: all types

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

Comments

W9 Although one of the residences inspected was in need of some refurbishment, all those seen were well maintained and met Scheme requirements. Residents had access to appropriate facilities, such as laundries.

W10 All rooms in residences are checked each term. The university's contract with the landlords of the private houses that it manages specifies that they should provide an annual Gas Safe certificate. The contract does not currently inform landlords that they have a statutory duty to carry out a fire risk assessment; however, the inspectors were told that the university's off-campus accommodation office will carry out a risk assessment for all the property they manage for the academic year 2016–17, and then require landlords to do the same thereafter.

W14 An online questionnaire is administered in the first term of the academic year to all students staying in residences and a summary of the feedback was seen which showed a generally high level of satisfaction. Students are told that if they have a problem they should contact the residence manager, a residence mentor (student representative) or, in an emergency, security services; and a record is kept on the database of problems raised and follow-up action taken. BLC students are also asked about their satisfaction with their accommodation during a tutorial in their first week.

W15 All residences are self-catering.

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
None.

Accommodation: residential

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

Comments
W22 All public areas are cleaned daily and kitchen bins are emptied by the cleaning staff. All areas of the residences inspected were clean and tidy. Students can also pay for a bespoke cleaning service for their own rooms.

Accommodation: other

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

Comments
W24 The off-campus accommodation office provides information on university-managed student houses. Additional information can be found on the university website.

Leisure opportunities

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

Comments
W26 Students are informed about events via a monthly newsletter, the noticeboard and email alerts or text messages, as necessary. Information includes events taking place in the Uxbridge library and free activities in London.
W27 BLC organises a free and varied programme of regular social activities which includes day trips to other cities. The university offers additional activities but there is a charge for these. All activities are well organised and resourced, and students in the focus group were very positive about the trips.
W28 A full risk assessment is drawn up for each event. Student ambassadors involved are debriefed by the international student services officer.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The information provided is helpfully wide ranging and the arrangements for security and pastoral care are good, the accommodation offered is of generally good quality, and there is a well-organised leisure programme that is free of charge. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☐	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☒	☐

C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

Very few students under the age of 18 follow courses at the language centre. In 2015–16, one student aged under 18 had been on the course English@Brunel and one more had attended the pre-sessional course. At the time of the inspection there were no under 18s on pre-sessional courses and none had been admitted for subsequent courses.

C2 Lead persons within the university and BLC have had training at advanced level. Training is provided for BLC staff and evidence was seen that staff were operating safeguarding procedures.
C3 A simplified version of the safeguarding policy is on the website. This includes examples of good practice. The additional specific safeguarding procedures designed by BLC, which include the identification of under 18s, procedures to be taken in the event of their absence from class, and a designated mentor, are not currently stated.
C4 Not all teachers and tutors who may have responsibility for or substantial access to students under 18 have been DBS checked. Two references are not routinely taken up for teaching and tutorial staff and the reference request letter does not ask specifically whether there is any reason why the person should not work with under 18s.
C6 Parents/guardians are required to sign an acknowledgment letter stating that they understand the nature and limits of the university's responsibility for students under the age of 18. This letter includes details of the student's travel, reception and accommodation arrangements, but there is no reference to action to be taken in the case of a medical emergency.
C7 The agreement completed by the parents of students who wish to stay in university residences makes it clear that they will be in an adult environment and expected to cater for themselves. Residences operate a formal policy for students under 18 which sets out the safeguarding measures to be taken.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Despite the very small number of students potentially affected, much care has been taken to ensure that there is appropriate provision for students under the age of 18 within the organisation and in the accommodation provided.