

Organisation name	Brunel University, Uxbridge
Inspection date	24–25 March 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. The next full inspection should take place in the summer to assess the summer pre-session course.

Summary statement

The British Council inspected and accredited Brunel University, Uxbridge in March 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 English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and under 18s (17+) in university premises and online.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, 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

Brunel Language Centre (BLC), previously part of Communications, Marketing and Student Recruitment (CMSR), now sits within the Recruitment & Admissions Directorate following a restructuring since the last inspection. Within the University BLC is generally referred to and noted on organisational charts as Language Centre (LC). The head of BLC, the programme lead for pre-session and short courses, the academic English programme lead and all members of the teaching team have been with BLC for some years and form an established and stable team. The inspection involved two inspectors and took two days. Meetings were held with the associate director of recruitment and admissions, the head of the language centre, two programme leaders, the allocations and sales team officer, two residential operational services managers, the associate director of marketing and communications, the PG admissions manager, a senior admissions officer, a recruitment support co-ordinator, the

student support and welfare manager. and the head of security and emergency planning. Focus group meetings were held with teachers and students. All five teachers timetabled on the days of the inspection were observed. One inspector visited a university residence, the sports centre, student services in the student hub and the student living (accommodation) office.

Address of main site/head office

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

Description of sites visited/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 management and support staff, as well as kitchen, relaxation and toilet facilities. The centre also has three 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.

Brunel University of London Pathway College, a partner college run by a private company, occupies the ground floor of the building.

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

Courses offered are English@Brunel, which typically start as general and progress to academic English, pre-session English with three main intakes across the year, and in-session (academic English) support classes during term time. The BLC also offers short course programmes (typically 2–4 weeks) and teacher development courses.

Courses are for adults (18+) and young people (17+).

Management profile

The head of BLC reports to the associate director of recruitment and admissions, along with three other heads. Within BLC, the programme leads for academic English and pre-session/short courses have line management of their teaching teams, and report to the BLC head. Administrative support to the BLC's operations is provided centrally via two recruitment support coordinators based physically in the BLC front office but with a separate chain of line management within the wider directorate. Finance, student enrolment and records, and admissions, are managed by separate teams within the wider university network but working in close partnership with BLC management.

Accommodation profile

The university has over 4000 rooms on campus, all of which are ensuite. 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. The language centre very occasionally arranges homestay accommodation for groups through an agency registered with the British Council.

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 stated goals, values, and publicity. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available for staff and students.

Premises and facilities and Learning resources are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers have a professional profile appropriate to the context, and the academic managers are highly qualified and widely experienced. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and well managed, providing the maximum possible benefit to students. Course design is regularly reviewed and students are encouraged to become independent learners. 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. The provision meets the needs of the students for security, information and leisure activities. Students benefit from well-managed student services, including very well managed out-of-class activities, very good pastoral care and suitable accommodation.

Care of students and Leisure opportunities are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

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.	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.	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.	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.	Strength

Comments

M1 Explicit statements of the university's goals and values are displayed on the website, disseminated widely throughout the campus and form part of staff and student induction. The objectives of BLC are fully aligned with the

overarching goals and values of the institution. Staff are kept informed and reminded of these goals and ambitions through various consultative channels of communication and at appraisal.

M3 The structure of BLC is well-defined and functions effectively. A photo display in the main reception area helps to further illustrate and clarify this structure. Key staff members are responsible for specific courses, while also providing cover for one another when needed. Additionally, there is strong university-wide administrative support, along with well-established links across all relevant departments.

M4 Channels of communication are clear, appropriate and work well. Meetings at various levels take place frequently and information is minuted and actioned. Staff in the focus group felt involved in, and very much a part of the centre and the university.

M7 All aspects of provision are reviewed frequently and consistently as part of the overall quality systems of the university and BLC's own quality systems. Student feedback, personal tutorials and close monitoring of courses ensure that quick action can be taken to review and adapt as necessary.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	Strength
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

M8 The university has an extensive suite of HR policies with a clear commitment to the well-being of staff. Staff spoken to felt valued and well-supported as university employees.

M10 Detailed and well-documented procedures are in place for all parts of the recruitment process. All staff records sampled had the required checks and documentary evidence, including asking referees about a candidate's suitability to work with young people and vulnerable adults.

M11 There are clear, thorough and documented induction procedures to support staff both within BLC and the university. The most recently appointed member of staff at BLC was very positive about her induction; she felt welcomed into the organisation and well prepared and supported for her role.

M12 Robust and helpful monitoring and appraisal systems are in place which are both supportive and developmental; the procedure for handling unsatisfactory performance is detailed and clear.

M13 A well-established culture of learning and continuous development for all ensures development needs and opportunities are identified and offered to all staff.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength
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.	Strength
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

M14 Evidence of consistently good feedback from students and their representatives was seen. Students in the focus group were very positive about the helpfulness and availability of staff.

M15 Comprehensive pre-course information and guidance are provided to students prior to enrolment, and this support continues throughout their studies at the university.

M16 Enrolment procedures are very efficient with the recruitment support coordinators in BLC working closely with the university admissions team to ensure a highly personalised service is offered to students and their representatives. Record systems are clear and easily accessible.

M18 A very clear attendance policy is in place, enforced and made known to students before arrival and at induction.

Publicity	Area of strength
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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	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 main medium of publicity is the Brunel website. Additional flyers advertising specific courses are available on paper and downloadable from the website.

M21 Publicity contains very clear descriptions and photographs of the main features of the provision, fully representative of what is on offer.

M22 All information is clear, well written, and presented in accessible plain English.

M23 Course content is detailed and consistently presented, as is information about length of study in relation to aims.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Comprehensive policies, procedures and detailed risk assessments are in place to ensure the safety and security of students and staff throughout the campus.

P3 Classrooms are of different sizes, all bright, well furnished and well equipped providing a very suitable learning environment.

P4 Students have ample space across the campus to relax and socialise, including various cafes, indoor and outdoor seating areas and many dedicated study areas.

P5 Signage is clear and consistent. Floor plans are displayed in the foyer of all buildings and helpful maps are displayed outdoors to help visitors navigate the campuses.

P6 Staff space is generous; staff have the use of two large staffrooms, a staff kitchen, additional rooms for meeting/preparation and various comfortable relaxation areas.

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.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
P7 Excellent learning resources are available to students, both paper-based and electronic, available on the virtual learning environment (VLE). Students are given course books where appropriate and access to additional learning resources to work independently P8 Teachers have access to plentiful resources on the VLE, in the teacher resource room and staffroom. Regular exchange of materials is encouraged, and teachers contribute to a bank of in-house materials. P9 Technology in classrooms is impressive. Many classrooms are equipped with interactive whiteboards (IWBs) or large screens; staff benefit from very good technical support. P11 Resources are reviewed both formally as part of programme review and continuously through feedback and in response to requests from staff and students.	

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 management team is highly qualified and experienced, and the teaching team has a very suitable professional profile. 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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
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.	Met
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 clear and effective cover procedures with members of staff always timetabled to provide cover. Academic managers are also available to provide cover.
T7 Very good processes are in place to ensure a smooth and effective induction for new teachers, including a comprehensive introduction to BLC and a system of buddying newer teachers with more experienced teachers.
T8 Teachers spoke very highly of the collegiate and supportive environment within the centre, especially the day-to-day support they received from the academic managers.
T10 The university clearly promotes a strong culture of learning and continuous professional development (CPD). CPD is actively encouraged, with records showing a balanced mix of in-house ELT-specific training and external opportunities. Support is available for upgrading qualifications and attending external events; staff in the focus group spoke very positively about their CPD experiences.

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.	Strength
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.	Strength

Comments
T11 Course design is clear and principled. Staff are involved in all aspects of the design and delivery of their courses covering all relevant aspects of language and strategies that students need. Students and teachers are given the course outline, the assessment criteria and scheme of work.
T12 An impressive aspect of the course design is the inclusion of major opportunities for students to develop their language skills in a real-world context, taking advantage of the many opportunities the wider university offers. Students are given opportunities to listen to outside speakers and participate in activities with local students. Independent learning underpins every aspect of the course design and is constantly reinforced.
T13 Courses are very much based on an analysis of students' needs and developed to meet their changing and future needs. Course design is reviewed in a number of ways: through the formal mechanisms in place, and through feedback from staff and students, allowing for ongoing review.
T14 Course outlines, objectives and detailed assessment information are clearly explained in the student handbook and are therefore always accessible as a reference point for students.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	N/a

Comments
T15 Effective placement procedures are in place. Students are normally grouped according to their language score but nationality and gender mix are taken into account in the compiling of classes wherever possible.
T16 Regular assessments, tutorials, monitoring of progress feature in the courses Progress against goals is constantly and consistently monitored, tracked and recorded so that students can access information about how they are progressing at all times.
T17 Learning support is integral to all programmes. Tutorials provide individual review and planning to assist in areas where students are having difficulty and teachers are always alert to how students are or are not progressing.

Classroom observation record

Number of teachers seen	Five
Number of observations	Five
Parts of programme(s) observed	All: academic English in-session courses, short courses and PSE

Comments	
One teacher timetabled to teach that week was not teaching on the days of the inspection.	
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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 Accurate models of spoken and written language were observed in almost all classes. Teachers raised awareness of register and appropriacy of language and helped learners develop emergent language. Good explanations of new lexis, grammatical explanations and good exemplification were seen. T20 The lesson focus in the majority of classes observed was clearly linked to the learning needs and objectives of the students. Teachers knew their students well, even in newer classes and in-session support classes where different students may come and go from classes offered. T21 Learning outcomes are made available in the student handbook and, in most classes, were clearly communicated to students at the start of the lesson, referred to throughout, and reviewed at the end. Outcomes were generally displayed on the board, with clear links to the overall lesson aims evident throughout. Potential difficulties were anticipated and effectively addressed. Learner strategies were well integrated in many lessons. Overall, lessons were well staged. T22 A wide range of teaching techniques was evident in most classes, including elicitation, nomination, clarification requests, prompting, and very effective use of concept-checking questions (CCQs). Instructions were frequently checked for clarity. All teachers demonstrated confident use of techniques to present and practise language in an engaging way. T23 Technology was used very competently, and materials were consistently well presented. Students were grouped effectively at times, with good encouragement of pair and group discussion. Dominant students were handled well. T24 In the best segments seen teachers routinely monitored group and pair work, prompted discussion and provided some feedback. Teachers praised and encouraged students, and most teachers checked exercises; reference was made to previous learning. However, overall, there was insufficient correction of mistakes including basic errors, and limited exploration of learner errors with further explanation, practice and extension work. T25 Some reference to previous learning was observed. In the most effective lessons, tasks were used to assess learning, and learner strategies were clearly highlighted and reinforced. The strongest segments showed students being appropriately challenged, with good support and guidance. T26 Students were engaged, and classes had a relaxed but purposeful atmosphere. Teachers were encouraging and supportive, establishing good rapport and trust with their students. Most lessons proceeded at a good pace with a variety of interaction patterns. All teachers demonstrated sensitivity to learners' styles, listened to and acknowledged students' contributions, and drew effectively on their knowledge, experience, and interests.	

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.	Strength

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.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 A very comprehensive plan to respond to emergencies when students are on or off site is in place, which is supplemented by useful flow charts and steps to follow. A summary of the emergency plan is added to risk assessments for the leisure programme.	
W2 Very good pastoral care is provided by the language centre and the wider university. Services include counselling, mental health and therapeutic assistance as well as a well-being centre.	
W6 Students benefit from very good healthcare, including an on-site GP and pharmacy.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	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.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
All criteria in this section are fully met.	
<i>Accommodation: homestay only</i>	
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.	
<i>Accommodation: other</i>	
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.	N/a
Comments	
All relevant criteria in this section are fully met.	
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.	Met

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.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 The language centre offers a well organised and varied leisure programme. Students are consulted on the programme, and all activities and excursions are appropriate to the profile of the students.

W21 The leisure programme is under the direction of a very experienced member of the team and is very well resourced. Excursions and activities are well-prepared; staff are briefed and there are maps and interesting handouts for students.

W22 The systems to ensure the health and safety on all activities are very good. Detailed risk assessments are carried out and staff are given clear procedures to follow in the event of an emergency.

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.	Met

Comments

BLC accepts students aged 17+. There were no students under the age of 18 enrolled at the time of the inspection. At peak there would usually be around one student under the age of 18 enrolled.

All criteria in this section are fully met.

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	2017
Subsequent checks/visits (if applicable)	2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Modern Languages classes for Brunel students
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	University Language Centre
Other accreditation/inspection	BALEAP

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	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	19	180
Full-time ELT (15+ hours per week) aged 16–17 years	0	1
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	19	181
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	20–30	18–35
Adult programmes: typical length of stay	12 weeks	2–16 weeks
Adult programmes: predominant nationalities	Saudi Arabian, South Korean	Chinese, South Korean, Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	6	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	

Total number of support staff	Many, large university	
-------------------------------	------------------------	--

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	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3

Comments

One academic manager was teaching 8 hours in the week of inspection. The other academic managers were available to provide cover.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	6
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	6

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	14	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	5	0
Overall totals adults/under 18s	19	0
Overall total adults + under 18s	19	