

Organisation name	Canterbury Christ Church University, Kent
Inspection date	13–15 March 2018

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.	N/a

Recommendation
<p>We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met. The period of review to be ended by the submission of evidence to demonstrate that weaknesses in this area have been addressed, and a spot check within six months focusing on Safeguarding under 18s.</p> <p>The required evidence was submitted. The minimum age was subsequently changed to 18, so the section standard for Safeguarding under 18s is no longer applicable. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022.</p>

Summary statement
<p>The British Council inspected and accredited Canterbury Christ Church University in March 2018. 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).</p> <p>This English language teaching department of this large university offers courses in general, academic and professional English for adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic staff profile, course design, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Canterbury Christ Church University (CCCU) is the largest centre of higher education in Kent. In addition to the main campus in Canterbury, there are also campuses in Broadstairs, Medway and Tunbridge Wells. The university has a student population of 17,000, with a high number of mature and part-time students making up a significant part of this figure.

EFL is delivered by the School of Language Studies and Applied Linguistics (SoLSAL) within the faculty of Arts and Humanities, one of five faculties within the university. In addition to EFL and EAP, SoLSAL also offers courses in English language and communication studies, applied linguistics and TESOL, externally validated pre-service ELT training, and modern foreign languages. The Academic English Service (AES), which is part of the university-wide Learning Teaching Enhancement Unit (LTEU), provides English language support for students already on degree programmes.

There have been a few staffing changes since the last inspection. New programme directors for General English (GE), International Foundation Year (IFY) and Summer Pre-session courses (PSE) have been appointed and a new pre-session programme for Algerian PhD students has been introduced.

The inspection took place over two and a half days at the main campus. The Medway campus, where one AES teacher was teaching at the time of the inspection, was not visited because of time constraints. The two inspectors met together or separately: the acting dean of faculty, the acting head of SoLSAL, programme directors for GE, IFY, PSE, and the Algerian Pre-session PhD course, the AES lead, the faculty librarian, the faculty director of quality, the international programmes officer, the international programmes assistant, the accommodation manager, the marketing manager, the logistics manager, the health and safety (fire) advisor, and the director of student experience who is acting safeguarding co-ordinator.

Inspectors observed 15 teachers. Three teachers teaching only AES tutorials were not observed because of time constraints. Two focus group meetings were held: one with teachers and one with students. One inspector visited two homestays, a university residence and a university house.

Address of main site/head office

School of Language Studies and Applied Linguistics, North Holmes Road, Canterbury, Kent CT1 1QU

Description of sites visited

At the time of the inspection all the GE classes were held in No 1 Lady Wootton's Green (LWG), situated just outside the main campus and two minutes' walk from the Erasmus building (North Holmes Road campus), where several EFL staff have offices. LWG has five classrooms, a number of staff offices, the programme director's office where EFL resources are kept, a student common room and a student computer room. LWG is considered the base for EFL. Some AES classes are also held in LWG. IFY and other AES classes are held in nearby buildings on the main campus.

A number of university central services are based in Augustine House, which is situated 10–15 minutes' walk from the main campus. These are the international office, student support and information services, the library, facilities and estates, and fire safety.

Rochester House, about five minutes' walk from LWG, is the administrative centre for the University. The following administrative services are based there: human resources, accommodation, finance and marketing. Quality and standards is based on the main campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

Comments

Courses running at the time of the inspection:

Full-time GE classes and GE with IELTS, offering language skills and topic-based language development/IELTS preparation. GE classes also run during the summer.

IFY classes – full-time one year foundation course, offering English for university study and academic English skills, with optional subject-based modules for students who have already applied for a degree at CCCU.

AES – drop-in workshops, study groups and one-to-one tutorials for students already studying on degree programmes.

Pre-PhD course for Algerian students, running from November 2017 to March 2018, funded by the Algerian Ministry of Education.

A small number of 17 year-olds have been enrolled on the International Foundation Year and general English in the past year. **The minimum age was subsequently changed to 18.**

Accommodation profile

Accommodation is offered in self-catering residences and houses managed or owned by the university and in homestay. Residences are organised in flats with single rooms and shared bathroom and kitchen for three to six students; ensuite rooms are also available. Single-sex flats are available on request. University houses accommodate three to five students in single rooms with shared facilities. Residences and university houses are centrally located; homestays are located within 30 minutes' travel time (on foot or public transport) of the city campus.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Most aspects of management are rigorous and student administration is mostly efficient and thorough, though a clearer complaints policy needs to be made available to parents. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The environment is conducive to teaching and learning, and learning resources are highly appropriate. *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. Programmes of learning and learners are well managed, and there is good linking of the classroom to the wider academic contexts of the university and to the local environment. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Course design* and *Teaching* are areas of strength.

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. Some attention is needed to risk assessment in relation to accommodation and leisure activities.

Safeguarding under 18s

Following a change of policy since the inspection the minimum enrolment age is now 18, so the section standard for Safeguarding under 18s is no longer applicable.

Evidence

Management

Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.

M3 There is a documented and clearly understood structure for the ELT operation. There

Area of strength

Strength

Strength

Strength

are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	
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 The goals and values of the institution are made known to staff through a clear mission statement, strategic framework and key objectives, and form part of all staff induction. It is evident from interviews with staff from across the university that they understand, engage with and can clearly articulate the institutional goals and values.

M2 Managers across all areas, including support services, are clear about organisational objectives and have realistic and effective plans in place to achieve them.

M3 The structure of the ELT operation is very clear. Job descriptions are good and lines of reporting are clear to staff. Robust arrangements are in place to ensure continuity at all times.

M4 There are minuted meetings at school, programme and course level, as well as regular meetings of the teams of each of the courses. A great deal of informal communication also takes place through emails and an open-door policy to encourage staff to drop in and talk to managers at any time. Effective channels of communication between the school and the wider institution are in place through regular faculty team meetings. Information and actions from these meetings are communicated to school staff at their internal meetings.

M7 The university quality processes ensure systematic review of credit-bearing courses and the recording of any related action. The review process for non credit-bearing courses takes staff and student feedback into account, and there are weekly and start of/end of-course meetings. Ample evidence was seen, through minutes of meetings, course reports and student satisfaction summaries, of continuous review of systems, processes and practices. All Points to be addressed from previous inspections had been actioned and dated.

Staff management and development	Met
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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.	Strength

Comments

M8 There is a comprehensive suite of HR policies covering every area, among them, equality and diversity, gender identity, maternity, religion and belief. These are made known to all staff at induction and links to policies are included in the staff handbook.

M9 Most staff files were up to date with all the relevant documents. Roles and duties are discussed regularly and staff were very clear about their current remit.

M10 A robust and very well documented recruitment process is in place, very clearly mapped with good training available for staff involved in recruitment. In many cases teaching staff have completed externally validated pre-service ELT training offered by the school, and are well known to the school. However, in most cases referees are not asked about the suitability of individuals to work with under 18s.

M11 There are full induction procedures for new staff, both academic and administrative, at central university and local levels. Staff joining the summer pre-session courses attend two pre-course induction meetings and have regular weekly meetings with the academic manager. Teachers in the focus group spoke highly of the induction they had received.

M12 A very detailed appraisal system is in place for all permanent staff and a more light-touch system for sessional staff. The emphasis is on supporting and guiding any members of staff who are not performing well.

M13 There is very comprehensive university-wide continuing professional development (CPD) on offer and all staff are included in this. Funding is available for all staff to undertake further training or to attend external events. Staff

are encouraged to keep a record of their development via personal development plans or CPD record.

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.	Not 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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met

Comments

M14 In general, systems are good and the international team felt well supported and well able to cope with the volume of work.

M16 There was some evidence that clear guidelines on the admission of under 18s have not always been followed.

M19 A very detailed student attendance policy is in place. At induction and at intervals throughout the course, students are reminded about the policy and the importance of attendance and punctuality. An electronic swipe-in system is in place across the wider university and is introduced to students on the IFY course to prepare them for their future degree courses. For other courses in the school, teachers record attendance electronically or on paper.

M20 Students are directed to the policy zone on the student webpages, where all the many policies relating to life and study at the university are collated. Efforts have been made to make these detailed policies as student-friendly as possible. The policies are also presented during induction and referred to in the student information handbooks.

M21 A detailed complaints procedure is made available to students in the policy zone of the website and further information is given at induction. However, no specific information is given to parents/guardians of under 18s about how to make a complaint, and records of correspondence showed that in one case at least, parents of under 18s were unaware of the procedure.

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.	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.	Not 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

Publicity consists of the website.

M23 A small number of proofreading errors were noted on the website, but these do not interfere with the overall clarity of communication.

M24 The number of taught hours was not always clear for all of the courses.

M26 The information sent to parents does not include a description of the level of care and support for students under the age of 18.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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

P1 The premises are of an extremely high standard and external areas are very well looked after. The campus offers a very attractive environment to work and study in.

P2 Most classrooms were adequate in size. Some of the rooms in LWG could become a little cramped when classes are at capacity, but care is taken to match smaller classes to smaller rooms.

P3 There are several well-appointed communal relaxation areas within all of the buildings, as well as gardens, walkways and green spaces for student and staff to use outside class time.

P4 Free drinking water is available throughout the campus. There are various food outlets on site offering plentiful options at very reasonable prices, and there is a wide choice of places to eat locally.

Learning resources	Area of strength
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P9 All classrooms were very well equipped with data projection and audio-visual internet access, as well as whiteboards. Three rooms in LWG have interactive whiteboards (IWBs); computer rooms and additional classrooms with IWBs can be booked through the central booking service. Technical staff are always available to help with any technical issues and there is good training available for staff to help them update their skills and knowledge.

P10 There are many areas for quiet study, self-access work and group work throughout the campus; these were seen to be well used by students. The main university library has extensive facilities, including a wide range of digital self-access material. Laptops and other equipment can be borrowed free of charge.

P11 Students receive a great deal of guidance and a specific induction to the library by library staff. Library staff visit classes to give students specific inductions to areas particularly relevant to their studies. International students are actively welcomed and encouraged, and it was evident that the library is very well used by them.

P12 Review and updating of materials in the library takes place annually when academic staff are able to put in any requests. Depending on financial resources and budgets, new materials can also be requested at other times of the year. Review and updating of teaching and learning resources in-house takes place both formally and informally, taking staff and student feedback into account.

Teaching and learning

Academic staff profile	Met
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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.	Strength

Comments

T2 The majority of teachers are TEFLQ; however, three TEFLI teachers are teaching EAP courses. The rationales for these three teachers were accepted within the context of this inspection. Teacher A has more than ten years' experience in teaching EAP at various UK universities and has created and delivered professional and academic English courses. He is currently completing an MA in higher education. Teacher B has a PhD and experience of teaching EAP both in the UK and overseas. Teacher C has been teaching EAP courses on a part-time and cover basis at CCCU since 2003, and is currently studying for a diploma-level qualification and an MA in TESOL. There is good support from the academic managers.

T4 All of the academic managers are TEFLQ and have many years' relevant experience. Together they form a strong academic management team.

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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T8 There is an effective system in place to make sure late arriving students are quickly brought up to date with what has already been covered in the class. Lists of new students arriving on Monday are issued to teachers on the preceding Friday. Teachers start the class with a review of work previously covered, then work and topics new to the class are introduced. Additional tutorial time is also given to new students and a personal induction where possible. Continuous enrolment was seen to be handled sensitively and efficiently at the time of the inspection.

T9 The academic managers observe regularly and are in contact with teachers, by informal meetings or by email, to ensure ongoing support. Academic managers are always available for day-to-day support and the weekly meetings allow CPD to take place informally, as well as the more formal CPD opportunities offered to staff during the academic year. Staff are encouraged to deliver workshops and the topic is chosen from staff needs and wants. Peer observation is also encouraged and takes place regularly. A great deal of informal CPD takes place through teachers sharing materials on the virtual learning environment (VLE) and through weekly team meetings. Efforts are made to ensure that sessional staff are included in all CPD activities. Staff in the focus group spoke very highly of the level of support given.

T10 All teachers are observed at least annually and new teachers are observed very soon after starting. Observation records were mostly thorough, with evidence of useful feedback and action planning, though some could have given more targeted action planning/areas to improve/work on. Teachers in the focus group commented that the observations had been very useful.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Met

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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Course structures are detailed and comprehensive. They are described in the student handbooks, and teachers are given copies relating to the courses they are teaching on.

T12 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 also through feedback from staff and students, allowing for ongoing review.

T15 Strategies to support independent learning and study skills are embedded into all courses, and are given particular emphasis in courses for those students going on to further academic study. Tutorials give students the opportunity to discuss how best to work on developing their English language skills during and after the course.

T16 Students are encouraged to take part in wider university life and life in Canterbury to make the most of their time in the UK. General English students undertake activities and small projects outside the classroom and report back. Algerian pre-PhD students are encouraged to attend lectures and workshops in their particular discipline, both in the university and further afield, and give presentations to their class.

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.	Strength
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

T18 Most courses are assessment-driven so progress is constantly being monitored and recorded. There is very good and frequent tutorial support and all students in the focus group spoke highly of this. Examples were seen of very detailed and useful needs analysis of students, and areas for development.

T22 Most students are continuing on to degree programmes at Canterbury Christ Church University or returning home after short English language programmes. The Algerian pre-PhD students are given a wealth of advice and information about doctoral programmes at other UK universities. Indeed, presentations from academic staff from other universities form an integral part of the course.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

It was not possible to observe all of the teachers teaching AES classes because of timetable constraints. Three teachers teaching AES tutorials in the week of the inspection were not observed. These three teachers only teach AES tutorials.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 All teachers provided appropriate models and most showed sound knowledge of linguistic systems. Phonemic script was used effectively by some teachers to support the teaching of pronunciation and stress patterns.

T24 In general, the content of the lessons was appropriate to the needs and cultural backgrounds of the students and to their current and future academic contexts. Class profiles in lesson plans showed a very good awareness of individual students and their needs. Lesson plans were very detailed and linked closely to the syllabus.

T25 Lesson planning provided for clear and coherent development, and there was a variety of activities within classes. Students were made aware of lesson content. However, learning outcomes were not always referenced with students.

T26 A good range of teaching techniques was seen, including elicitation, prompting and concept checking. There was a focus on awareness raising, review, recapping and noticing in many of the EAP classes observed. In weaker segments there was an overreliance on teacher explanation and too much teacher talking time, leaving little room for students to participate.

T27 Effective use of IWBs, data projection, audio and video recordings was seen. Teachers used a variety of resources including coursebooks, web-based materials, handouts and visual materials. Some excellent teacher-produced worksheets and sample texts were used to provide stimulus and practice in skills lessons. Students were well used to, and comfortable with, working in pairs and small groups. Pairwork was in most cases monitored well.

T28 In stronger segments teachers monitored language well and gave positive and encouraging feedback. Self-, peer- and teacher-correction were evident in most classes. In EAP classes the focus was mostly on content and in the GE classes, on language. Planning for delayed feedback was seen in some lesson plans.

T29 In most classes teachers monitored language carefully and checked back to and built on previous work. Course materials were selected to ensure continual evaluation and recycling, and this was reinforced by teachers at every opportunity.

T30 A good rapport and a positive learning environment was evident in all classes observed. Students worked well together, were engaged and clearly focused on the tasks assigned. Teachers knew their students well and were clearly aware of their learning needs.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory, with the majority being good or better. Most teachers showed sound knowledge of linguistic systems and provided appropriate models. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the current needs of students and to prepare them for future academic contexts. Feedback was mostly positive and encouraging and language was monitored well. Students were engaged and there was a positive atmosphere in all 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	Not met

between the point of entry to the UK and the provider or accommodation, including approximate costs.	
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 There is generally good provision for safety and security on campus and in residences. Although the campus is open there is an electronic swipe system to many buildings, a coded entry system to LWG, and a security presence during the day with patrols in the evening. The university has introduced a 'SafeZone' mobile phone application, which allows lone workers or those walking on the campus in the evening to contact campus security in an emergency. Appropriate fire risk assessments and procedures are in place.

W6 Students are encouraged to make use of a transfer arranged by the University. Information on public transport routes and possibilities is provided for those wishing to travel independently, but approximate costs are not stated.

W7 Helpful information and advice on a wide range of issues is made available before arrival through the international welfare guide and on arrival through the welcome pack and induction. Information points in two locations provide additional information as needed.

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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Gas Safe certificates are checked and up-to-date records kept on the accommodation database. The checklist used during the initial visit includes smoke alarms and other measures in the case of fire, but hosts are not advised of the legal requirement to carry out a fire risk assessment and fire risk assessments are not monitored on a regular basis.

W12 Confirmation of homestay bookings includes a profile of the host, photographs of the room and home, and a map showing the location of the home.

W13 Initial and end-of-stay feedback is collected on both homestay and residential accommodation. Careful records are kept on the accommodation database of any issues raised by students and action taken on these. Records were detailed and showed a genuine to deal with the source of the problem.

W14 Homestay providers receive helpfully detailed guidelines and sign a contract which sets out terms and conditions.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

None.

Accommodation: other	
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.	N/a

Comments

W21 Written information for students contains helpful practical information and advice is available.

Leisure opportunities	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The content of the optional leisure programme is appropriate. At the time of the inspection the programme was limited to one evening activity (e.g. film, games, quiz) per week because of low levels of participation. Varied sports activities are also offered on Friday afternoons and week-end trips during the summer.

W25 The leisure programme is publicised in a variety of ways and two social programme co-ordinators are available to run events.

W26 Risk assessments are carried out for campus-based activities and the examples seen were satisfactory. Social programme co-ordinators are briefed on these, but not asked to acknowledge that they have read the risk assessments or treat them as live documents. There are no risk assessments for Saturday trips, which take place only in the summer. These are accompanied by a guide but not by a member of staff.

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	1991
Last full inspection	February 2014
Subsequent spot check (if applicable)	N/a

Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	August 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service training and internally validated in-service ELT training.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
State sector	
Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Medway Campus, Rowan Williams Court, 30 Pembroke Court, Chatham Maritime, Kent ME4 4TB. Some AES tutorials were taking place here at the time of the inspection. One classroom/tutorial room is used.
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: February (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	177	240
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	177	240
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	18–26	18–26
Adult programmes: typical length of stay	12 weeks–one year	12 weeks–one year
Adult programmes: predominant nationalities	Algerian, Cypriot, Japanese	Algerian, Cypriot, Japanese

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	20
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6

Comments

The acting head of school is included in these figures. He is TEFLQ and was not teaching at the time of the inspection. Four of the academic managers were teaching between three and 12 hours during the week of inspection. One of the academic managers was not teaching that week.

Teacher qualifications profile**Profile in week of inspection**

Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	14

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	20	0
Private home	0	0
Home tuition	0	0
Residential	116	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	177	