

Organisation name	Centre for English Language Learning, De Montfort University
Inspection date	21–23 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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited the Centre for English Language Learning, De Montfort 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 large English language teaching department of this large university offers courses in general, academic and professional English for adults and for closed groups.

Strengths were noted in the areas of premises and facilities, learning resources, academic staff profile, and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2008
Last full inspection	June 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	BA and MA in English language teaching (some of the CELL staff teach on these courses).
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	A pre-sessional course taught in Beijing, part of DMU's overseas operation.

State sector

Type of institution	University language centre
Other accreditation	N/a

Premises profile

Address of main site	Mill Lane, The Gateway, Leicester LE1 9BH
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	<p>De Montford University (DMU) occupies a large site in the centre of Leicester. It is almost a pedestrian zone and is extensive. CELL (Centre for English Language Learning) has operated from the second and third floors of the Philip Tasker building since 2011. This is where the reception, administrative and staff offices and workrooms and six of the classrooms are to be found. The centre also has a computer self-access facility on the third floor which can be booked for class use or used on a self-access basis outside class time. Classes also take place on a routine basis in the adjoining Clephan building, with rooms in a number of other nearby buildings for a single day in the week.</p> <p>The inspectors visited the students' union, the canteen/refectory/cafeteria where meals as well as coffee and other refreshments are available. The Kimberlin library and adjacent learning zone is nearby and all buildings visited are within five minutes' walk of the Philip Tasker premises.</p> <p>CELL is due to take up residence in a brand new construction, the Vijay Patel building which is as yet unfinished. This is in relatively close proximity to Philip Tasker; the move is forecast for September 2016.</p>

Student profile

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	3%	5%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	220	500
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	220	500
Minimum age	18	18

Typical age range	18–45	18–45
Typical length of stay	12 weeks	4 weeks
Predominant nationalities	Chinese, Saudi	Chinese, Saudi
Number on PBS Tier 4 General student visas	210	465 (approx.)
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	10	35 (approx.)

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	35
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10–19 hours/week	6	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	14 (+ 1 emergency cover)
Certificate-level ELT/TESOL qualification (TEFLI)	1
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	16

These figures exclude the academic manager(s)

Comments
The head of language learning, the director of CELL and the academic manager are TEFLQ. The academic manager would normally teach a number of hours and the emergency cover teacher is included in the figures above as she was called on to teach during the inspection.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
The intensive general English course, the English language preparation programme and pre-session courses A, B and C form a year-long pre-session course starting with general English and progressing to EAP. Commercial

courses are also run, e.g. Algerian aviation English courses for small groups, but there is no current contract. In addition, short courses are run such as the Saudi summer school; in-session language support classes run in term time.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	130	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	90	0
Overall totals adults	220	0
Overall total adults	220	

Introduction

De Montfort University (DMU) enrolled over 19,600 students in 2014–15 of which 3,630 were post-graduates. Of the total number, 32 per cent were from the EU and overseas. The centre for English language learning (CELL) forms part of the school of humanities which in turn is within the faculty of art, design and humanities. Over the last few years this situation has been stable as has staffing. The director of language learning and the director of CELL have been in post since before the last inspection. Staff in the centre are involved in the MA in English language teaching, although this course does not form part of the accreditation. The main purpose of the centre is to provide English language preparation and pre-session courses for students going on to mainstream courses, as well as providing language support for students already on mainstream degree courses. In addition, there have been ESP training courses for a number of longstanding clients.

The inspectors had discussions with the:

- pro-vice chancellor and dean of the faculty of art, design and humanities
- head of school of humanities
- director of language learning
- director of centre for English language learning
- academic manager
- head of quality
- faculty manager
- business support manager
- UKBA compliance manager
- chief operating officer
- faculty marketing and recruitment officer
- international student support officer
- faculty health and safety coordinator
- CELL administrator
- accommodation manager
- students union ambassador

The inspectors met with two groups of students and a group of teachers. One inspector visited a homestay and two student residences.

The inspection lasted two and a half days.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and has remained relatively stable for several years. The management team has been together for some time and cover for each other's absences.

M4 Communication within the CELL team works well, and takes a variety of forms, including formal meetings of staff within specific sectors, regular email communication, and informal daily contact. Teachers in the focus group declared communication with the CELL managers to be particularly open and effective. Many of the teaching staff have worked together for several years and have formed good working relationships.

M5 Policies for staff recruitment were seen and were satisfactory. This criterion is met but the staffing relies on a significant number of temporary teachers. Some teachers have been employed on a temporary hourly-paid basis for several years, leading to poor morale and feelings of insecurity. Some staff complained of the late arrival of their contracts through HR. This was mentioned in the previous report.

M6 Some staff files sampled in HR did not have copies of degree or TEFL certificates; this was mentioned in the previous report. Records of verbal references of some more recently employed staff were produced, but this was not universal.

M7 Teachers were complimentary about the induction process. For the summer staff, the morning of the induction day is reserved for new staff, who then meet the returning staff in the afternoon and all are briefed on the summer programme; teachers found it useful to refresh memories of materials as well as acquaintance with colleagues.

M8 Appraisal is standard for all permanent and fixed term staff, and records of this were seen. Appraisal is available for temporary staff but since this is not paid, there has been no take up of the process. There is a capability procedure which it has not been necessary to activate.

M9 There is an extensive CPD programme for both administrative and academic staff. This is available to both permanent and temporary staff but although there were records of permanent staff having taken up opportunities to upgrade their qualifications, attend external conferences and attend internal sessions, temporary staff do not often take part. This is because the programme usually takes place at a time when they are not in the locality or busy working. In-house sessions do take place during the pre-session courses and are much appreciated.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The centre is well staffed to handle the varying work loads and can draw on a central pool of staff who can be diverted to CELL when necessary.

M11 Initial enquiries go direct to CELL who provide appropriate responses. The international office is then included in the process and issues the official acceptance letter. Pre-arrival information is thorough and well organised. Students in the focus group considered the information provided by CELL prior to the acceptance to be very useful and staff very helpful.

M13 Contact details of all student records sampled were present. Next of kin details were recorded but did not include information about whether the contact was an effective speaker of English.

M14 The attendance policy is clearly stated in the student handbook and on noticeboards and the procedure for dealing with poor attendance is robust. The teacher is responsible for reporting absences and in the event of further absences, a series of letters is sent

M15 The grounds on which students can be asked to leave the course are usually poor attendance but unacceptable behaviour is also mentioned as grounds for dismissal; unacceptable behaviour is defined in a number of ways.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The action plan presented showed that most of the points to be addressed from the previous report had been dealt with. Action taken however, had not entirely resolved some of the issues. These are referred to under the relevant criteria.

M17 There are adequate measures for ensuring review of procedures. Course reports were sampled and these included reference to student feedback. Significant aspects of the reports feed into the rest of the school and faculty review process and action taken was sampled.

M18 End-of-first-week feedback is administered by the class teacher and samples of this were seen in the class files. The feedback sheets showed that the comments had been noted by the teacher and, where necessary, what action had been taken. End of course feedback was also sampled. Significant student comments were quoted in the periodic review system which takes place every five years. Ongoing feedback is also collected through the tutorial system and comments requiring action are passed to the CELL director.

M19 Minutes of meetings were seen which recorded some teacher feedback; teachers declared they were not inhibited about speaking their mind about any aspect of the provision.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments

Publicity consists of a brochure and the website.

M21 All information is clearly presented and accurately portrays the provision. A clear plan through the year allows for different entry points and possible goals.

M22 The publicity does not overplay what in many respects is very full provision, especially in terms of recreation facilities.

M23 Course descriptions are simple but clear; entry and exit levels are clearly stated.

M24 All information required is accessible; times of classes, class size, taught hours are accurate but there is no mention of the mid-lesson break. This is taken account of in the total hours.

M25 There is no mention of the cost of materials being included in the course fee.

M26 Accommodation offered is described as halls of residence only. Homestay accommodation is referred to under the 'additional costs' section, but is currently in abeyance.

M27 There is very little explicit reference to the existence of a leisure programme on the website, although the university has a wealth of activities for students to interact with native speakers in many different ways.

M28 The description of the teaching staff profile is sound with a majority of the staff being TEFLQ.

M29 The CELL page of the university website shows the correct marque. One of the pages on the university website contains information about a foundation programme described as "embedded", which includes English language provision. This is run by an independent company using premises on the ground and first floors of the same building as CELL. There is no claim on that page that it is accredited.

Management summary

The provision meets the section standard. Management and working relationships within CELL are sound. More attention is needed to maintaining staff records. Student administration is efficient. Efforts are made to ensure that staff and student feedback is collected and acted upon and quality assurance is effective. Publicity provides all the essential required information and overall the systems work to the benefit of students.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The campus is large but contained in the city centre. All parts of the campus are within easy walking distance. Halls of residence outside the campus are also within walking distance. CELL currently occupies the second and third floors of the Philip Tasker building and classrooms and offices are well appointed and maintained. CELL will move into new premises on the campus in a completely new building on its completion.

R2 Maintenance, cleaning and décor throughout was of a high standard with no litter evident.

R3 All classrooms except one were spacious and capable of having different configurations to allow for different activities. All were furnished and equipped to a very high standard with interactive white boards and whiteboards. At the time of inspection all were suitably ventilated and heated.

R4 While there is no room set aside for student relaxation in the CELL premises, the university has several areas where students can relax and have refreshments.

R5 Signage throughout was evident, clear and accurate.

R6 Staff accommodation is adequate. When teacher numbers increase, an additional room is set aside for extra staff.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students on all courses are provided with a coursebook, although this is supplemented in some cases by material drawn from other sources in some cases. The coursebook provides a very comprehensive source of material and is entirely appropriate for the courses offered. Online materials are extensive and provide students with a valuable resource in the CELL computer room, in the Kimberlin library, and the Eric Wood learning zone.

R8 Teachers can draw on a wide range of materials available. Many of these are created by staff and supplement those provided through the coursebooks effectively.

R9 All classrooms were equipped with interactive white boards (IWBs). Staff showed confidence in their use. In the Kimberlin library and adjoining learning zone there are over 700 computers available; in term time these facilities are open 24 hours a day.

R10 There is a good range of resources available to students, particularly online. The students can access these in the computer facility in the Philip Tasker building which provides sufficient computers for a whole class; the Kimberlin library and the Eric Wood learning zone also provide a further ample supply of computers to access all the same material.

R11 Students are provided with a thorough guide to the learning resources available in the Kimberlin library. They are booked in for a group induction at the beginning of the academic year.

R12 The university library publishes a "You asked, we listened" review which shows responses to student requests.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The campus as a whole, classrooms and common areas are of a high standard in terms of furnishing and maintenance. Learning resources answer students' and teachers' needs well, and both *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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 All teachers except one were TEFLQ.

T4 All academic managers were very experienced and had been in post for a number of years and are all TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments

T6 Teachers are assigned to courses on the basis of experience, preference and suitability and a degree of consultation. Newer teachers are matched up with more experienced ones.

T7 Timetabling is straightforward with class times being either two or three hours long depending on the course. Class hours include a break at a negotiated time but this does not diminish the total teaching time. Rooming generally is satisfactory although some classes are assigned to rooms that are some distance from the centre and in one case was too small for the student numbers.

T8 Cover procedures are effective. Notified absence is covered by assigning hours to other staff who are available. Last-minute absences are handled by a paid standby teacher or by one of the academic management team.

T9 Students arrive at fixed times and join a new course. Returning students enrol separately for each course of four/five weeks and new and returning students are formed into new groups.

T10 As mentioned elsewhere, new staff are provided with a more experienced "Buddy" to share a class with. Teachers in the focus group spoke warmly of the level of support provided by the academic manager, the CELL director and their colleagues.

T11 Appraisal records of permanent staff were seen, as were observation sheets and feedback forms. Newly appointed staff are observed very early in their teaching; observations are standard for all teaching staff and feedback was generally constructive and appreciated by staff in the focus group. The observation form does not provide guidance for the observers in the form of any focus that might be requested.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The teachers' handbook clearly describes the principles on which a course is based.

T13 Courses and materials are continually reviewed but the course review process at the end of each course is an opportunity for any amendments to be officially tabled.

T14 The student handbook gives a clear exposition of the course, its structure and aims. Teachers also provide lesson aims at the beginning of each lesson.

T15 Study and learning strategies form an integral part of each of the courses. Advice is initially provided in the students' course handbook, along with a list of useful websites for current and later study. There are also sensible basic hints on improving listening, reading and speaking skills. Development of effective learning strategies form a significant part of the textbook provided to students.

T16 There is ample information available for students to help them develop contact with native speakers; this ranges from opportunities for voluntary work in the community to joining various university clubs and sporting activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students are generally placed according to their IELTS score. In addition, on arrival, students are given a

writing test and an interview.

T18 There are regular tests in each of the courses; records of tutorials were seen; these are held at least once in the course and provide guidance on the student's progress and set a student's learning targets.

T19 The inspectors considered this criterion not applicable since external exams are not offered and the courses do not prepare the students for any external exam.

T20 An assessment is given after each four-week course before students can move on to the next higher level course. Guidance is provided on the criteria for the tests. Assessments are pegged to IELTS scores and are accepted by other departments in the university as evidence of achieving the appropriate level for further study. There is a warning to students in the handbook that the score does not have validity outside the university; the inspectors considered this could be more clearly signalled and reiterated to students.

T21 All students receive a report at the end of their course. Sponsored students receive more frequent reports for their sponsors.

T22 Although many students on the CELL courses are destined for study at DMU, assistance with entry to this and any other university can be provided through student services.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	English language preparation programme (ELPP)
Comments	

No other courses were being run at the time of inspection. All 15 teachers and all parts of the course were seen.

Classroom observation

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

Comments

T23 The majority of teachers gave clear explanations and models of the language. Stress patterns were marked and practised with some useful techniques in places. The phonemic alphabet was in use in some classes. Many opportunities were missed for correction especially of oral production.

T24 In nearly all lessons topics were well chosen, extremely detailed and relevant to students' needs and all were applicable to EAP. In one or two cases the topic proved too difficult for the students; in others, interaction patterns were not suited to some of the students' backgrounds with too many open questions and too much whole group activity.

T25 Most lessons followed a clear and logical sequence related to the learning objectives. Students were well briefed on the purpose of the lessons and learning outcomes were clearly stated in the plans. In a few lessons the stages were not indicated.

T26 Some good elicitation techniques were seen to lead students to the target language and there were some effective techniques for pronunciation practice. Nomination of questions was seen but this was not widespread. In many classes open questions were put to the class and "rumbled" answers were given which were not checked for accuracy or audibility. Often, also, too much understanding was mistakenly taken for granted.

T27 In nearly all lessons confident use was made of the interactive whiteboard (IWB) and whiteboard work was organised. In some classes, there was very little change of pairs or groups so that students were always paired with the same students.

T28 In nearly every class, monitoring of tasks was thorough with the teacher being accessible to all students but spending time with those students who needed more attention. In one or two classes the needy students occupied too much time at the expense of others who were not attended to. Also some pronunciation practice was insufficient with choral drilling being the only pattern used without individual checking.

T29 Lesson plans included mention of activities and methods intended to establish whether learning was taking

place but not many of these were actually observed. Not much concept checking was actually observed. T30 Most teachers were both audible and comprehensible to students. Some checking of instructions was seen although this was not universal. The pace in many lessons was slow, often caused by the teacher having to wait for the slower students without providing additional activities for faster workers or often relatively simple activities being very laboured. In a few cases the atmosphere was lively and there was plenty of purposeful activity.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The lesson segments seen ranged from satisfactory to good with the majority being satisfactory. Lesson planning was thorough although evaluation procedures mentioned were not in evidence. Activities followed a logical sequence and were clearly matched to the aims of the lesson. Concept checking was not always carried out effectively. Student inaudibility was a common failing. Effective use was made of the IWB. Pronunciation was not commented on or practised frequently enough. Lesson pace requires attention in many cases.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic profile is strong and nearly all teachers are TEFLQ. Academic management is effective and teachers work well with the structure provided even though appraisals are not universally carried out. The students benefit from having a sound coursebook series providing them with a clear structure to their studies. Learner management is sound with students being made aware of their sense of progress. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is very good provision for the safety and security of all students. There is 24-hour security on the campus and CCTV throughout. A police officer is based on campus throughout the day. Risk assessments for the premises used by CELL are updated annually. Fire safety procedures, including alarm tests and evacuations, are monitored by an appropriate professional body. Orientation for students includes information on health and safety, fire precautions, and general security. Special induction workshops are held for late arrivals.

W2 CELL provides a wide range of effective pastoral care, including general ongoing support, a chaplaincy, counselling and well-being services. Students are introduced to all these services in the induction week. Full information is also available online. Administrative staff provide continuing support and information as required. Each student is allocated a personal tutor who deals with welfare issues in regular tutorials.

W3 The international student support officer is named as the person with overall responsibility for the welfare of CELL students, as well as the individual personal tutor assigned to each student. There are further support systems provided by the university and clearly identified to the CELL students.

W4 The criterion is met in that the policy for dealing with abusive behaviour is described in both the staff handbook and the student handbook. However, it would benefit from a clearer explanation of what constitutes abusive behaviour and the specific steps that are taken to deal with perpetrators and to support victims. The university, including CELL, is fully compliant with the Prevent strategy.

W6 Full information on transport from the point of entry to the UK is given to all students arriving from abroad. Free airport transfers from Heathrow airport to the university are organised at the start of the academic year and on large intake days in the summer.

W7 Full information on all relevant areas in this criterion is provided in the induction week and International Welcome Week brochure, as well as online.

Accommodation profile

Comments on the accommodation seen by the inspectors

The provider currently only offers accommodation in student residences, which are located within walking distance of the campus. Two of the five residences used by CELL students were inspected. Both residences offer ensuite rooms arranged in 'cluster' flats of four, five or six rooms with a communal kitchen. There are laundry facilities and common areas in both residences.

Up until April 2016 homestay was offered to closed groups of international students through a homestay agency that is not registered with the British Council. This service has been temporarily suspended due to the ill-health of the owner of the agency and the likelihood of its closure. Pending confirmation of this, CELL is considering running the homestay service itself using some of the hosts previously registered with the agency. They have access to the documentation and systems used by the agency. There is a brief reference to homestay accommodation on the website. As a result of this situation, the inspection assessed documentation and systems and one of the homestays was visited. The homestay met the requirements of the Scheme with the exception noted in W12 below.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The provision in the residences and in the homestay meets the requirements of this criterion. In the homestay bed linen and towels are changed at least once a week and a free laundry service for other items is provided. In the residences bed linen packs are provided on arrival and students are responsible for their own washing, using the onsite laundries. Towels are not provided in the residences, but this is clearly stated in the publicity and is appropriate to the university-style accommodation. A supply of towels is available for students who need them.

W10 All homestay accommodation has been inspected by the owner of the agency before being offered to students.

W11 All homestay has been inspected by the homestay agency within the last two years. As the accommodation agency has decided to cease trading, the provider is aware that they will need to conduct their own inspections if they choose to offer homestay henceforth. The residences are inspected at least once a month and quarterly meetings are held with the hall managers.

W12 There is a spreadsheet recording the visits to homestay providers. Most of the required information is checked and recorded. However, there are no checks made on fire risk assessments and homestay providers have not been informed that this is a requirement.

W14 If there are any problems students staying in the residences are told to contact the hall manager, the accommodation office or their personal tutor. The week one feedback form which is administered by the personal tutor includes a question on accommodation. Any concerns are referred to the appropriate person.

W15 Meals in the homestay are varied and balanced. Most of the students who have been placed in homestay in the past year are Algerian, and advice on suitable meals, including a booklet of Algerian recipes, was sent to all homestay hosts. All the residences are self-catering.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

W17 The host visited by the inspector was fully aware of all the requirements and terms and conditions. However, the documents which give this information are on separate pieces of paper and are not complete in that they do not include reference to the areas covered the Scheme criteria W16, W18-W21, and do not specify cancellation terms.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All rooms and communal areas are cleaned before the students' arrival. Thereafter students are responsible for cleaning their own rooms and kitchens. Cleaning equipment is provided and regular inspections are carried out. Communal areas are cleaned by the residence staff.

W23 The residences are staffed 24 hours a day. All staff are trained in first aid. Information on first aid and general health issues is displayed in all the residences. There is secure access to the residences and the individual flats, as well as CCTV throughout the premises.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Information on finding privately-rented accommodation is provided on the main DMU website. Further information for international students on the implications of living in their own accommodation in terms of such things as loss of contact with English speakers is given on the CELL website.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 CELL students have full membership of the university students union, and they can join all the student societies and use all the facilities available to DMU students, such as the leisure centre where there are organised programmes of activities including aerobics, swimming, pilates, yoga, self-defence. International students are introduced to the wide range of opportunities in a comprehensive International Welcome Week which takes place before the arrival of the main student body. International students also join in the university freshers' week.

W27 In addition to the university activities, facilities and programmes described in W26, occasional accompanied visits to local Leicester attractions and trips to London and other cities and places of interest are arranged for CELL students.

W28 Risk assessments are provided for all activities and excursions.

W29 Staff in the sports and leisure centre have appropriate training.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. The residential accommodation is of a high standard and is well managed. The management of homestay accommodation, which is only offered on a limited scale, is in a state of transition; systems currently in place are adequate. *Care of students* is an area of strength.

