

Organisation name	De Montfort University, Leicester
Inspection date	29 July–1 August 2025

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited De Montfort University in July/August 2025. 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>

The large English language teaching department of this university offers courses in academic and professional English for adults (18+).

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

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

Introduction
<p>The Centre for English Language Learning (CELL) at De Montfort University (DMU) provides training in English language and academic skills via pre-sessional courses for students going on to undergraduate and postgraduate programmes. These courses are held online and on campus. CELL also provides language support for international students already on mainstream degree programmes. In addition, courses to prepare closed groups of students are run. At the time of the inspection only pre-sessional courses were running.</p>
<p>The inspection took three and a half days. Meetings (some remotely) were held with the head of school, the associate dean academic, the director of CELL, the senior lecturer and programme leader (pre-sessional English), a senior lecturer (materials development), the CELL business manager, the CELL coordinator, the CELL academic student support assistant, the DMU China marketing and project manager, the business development manager, the admissions officer, the faculty health and safety manager, the head of faculty operations, the international student</p>

services manager, the associate professor of student experience, the international student support officer, the sport development and coach manager, and the accommodation manager.

Focus groups were held with tutors and students, both face-to-face and online. All teachers were observed: 31 were observed online and two on campus. Tours of the university facilities and two of the student residences were conducted.

Address of main site/head office

De Montfort University, The Gateway, Leicester LE1 9BH.

Description of sites visited/observed

CELL is located in the Clephan building in the centre of the university campus. There is a reception area and adjoining office and a number of offices for management and administrative staff along one corridor. A meeting room and the two classrooms used by CELL for the on-campus classes are in the same building, with a range of classroom space available across the campus during the academic year. There are kitchens for staff and student use, communal breakout areas with soft seating, and ample toilet facilities. There is easy access for those with physical disabilities and lifts to all floors. The campus has a range of facilities for staff and students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input 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"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Spring/summer pre-session courses are aimed at preparing overseas students for academic study at undergraduate or postgraduate degree level. Alongside the linguistic objectives, courses develop academic skills such as essay writing, referencing, seminar discussion, reflection and critical thinking. Around 98% of online students are from China. A much smaller campus-based cohort has a mix of nationalities. The courses run for a total of 13 weeks with three starting points. Students can follow a course of 13 weeks, nine weeks or five weeks; they join at the relevant point for their starting level. The aim is to reach B2 on the Common European Framework (CEFR) at the end of their period of study. Throughout the academic year, in-session language support is also offered through weekly classes and one-to-one sessions. CELL also runs ESP courses for closed groups.

Management profile

CELL is part of the school of humanities and performing arts (HPA) which in turn is within the faculty of art, design and humanities (ADH). The CELL director reports to the head of school (HPA). The CELL business manager and CELL course and programme leaders all report to the director. Teachers report ultimately to the director through programme leaders. Administrative staff report to the business manager.

Accommodation profile

The university possesses two halls of residence and collaborates with several privately owned accommodation providers. CELL students are usually allocated accommodation in one of the DMU residences situated on the edge of the campus. All accommodation offered is based in flats of four to eight rooms and is self catered. Some residences have ensuite rooms, while others have shared shower and toilet facilities. In addition, many students stay in accommodation arranged independently or by their sponsors.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students, and is clearly aligned with the university's stated goals, values, and publicity. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the needs of the students. Excellent guidance on the use of these resources is provided for staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are well structured and effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The university provides its students with excellent pastoral care, and students are very well informed regarding their arrival and life in the UK. Students are offered a wide range of comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is varied, well organised and designed to meet the needs of the students. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 university's goals and values are appropriate, clearly described and exemplified, and widely disseminated. There is evidence that the university's values strongly influence all aspects of the provision.

M2 The management at centre and faculty level has clear objectives for the future of CELL within the overall context of the university. Objectives and plans relate specifically to the statement of goals and there is a systematic process for their evaluation and review.

M4 Appropriate use of both formal and informal channels ensures that communication within CELL, within the university and with DMU staff in China is very effective. All staff spoken to during the inspection felt well informed.

M5 Systems for collecting and acting upon feedback are extremely robust. Feedback is regularly collected from students and fed into weekly meetings, and there is a student representative council that meets regularly with programme staff. Templates used to gather student feedback have a section for action to be taken as appropriate. Feedback informs the formal review process.

M6 There are regular, formal feedback mechanisms to obtain feedback from permanent and temporary summer staff, with evidence of action taken as a result.

M7 CELL is incorporated into the university's wider quality review cycle, which is regular, comprehensive and clearly documented. Members of the CELL management team sit on appropriate university boards.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 There are very effective procedures for the recruitment and selection of the temporary staff required for the summer programmes. Managers have received training on recruitment.

M11 A thorough induction is provided for all new staff to help them feel confident in their role. An appropriate 'refresher' programme is provided for returning summer staff. Paid mandatory online training modules are undertaken before starting employment.

M13 All staff benefit from a very wide range of continuing professional development opportunities offered by the university, in addition to the mandatory training.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 A high standard of customer service is provided. Students and their representatives receive timely, expert advice and guidance. The centre has a dedicated administration team which liaises with other university departments. The team includes a Mandarin speaker.

M15 Pre-course information and advice is abundant and clear. For pre-sessional students, a DMU office in China handles pre-course information and communication. For closed groups CELL liaises very closely with the commercial client regarding all course information which is then passed on to participants.

M16 There are very efficient systems shared by CELL administrative staff, the university registration service and DMU China to ensure that students are enrolled effectively and that relevant information is gathered and is up to date.

M18 The policy and procedures relating to student attendance are clear. A register is kept every day for each class for the duration of the course. Instances of absence (both authorised and unauthorised) and lateness are recorded, along with any necessary follow-up.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. CELL webpages are linked to, and easily accessible from, the DMU university homepage.

M21 The website contains descriptions, photographs, and video tours given by students which combine to give a realistic impression of the campus and the services available.

M22 The information on the website about CELL is very well presented in clear, accessible English.

M23 At the start of the inspection, some information was missing: i.e. that relating to maximum class size; the times of day when classes are held; and non-teaching days. This information was added to the website during the inspection and it is no longer a point to be addressed.

M26 Information about the residential accommodation offered to pre-sessional students is detailed, well presented and illustrated.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 Premises throughout the campus are extremely clean and well maintained. The provision for students and staff outside class time is excellent with a number of indoor and outdoor social areas. There is good access for students with disabilities.

P3 The classrooms are attractive, spacious, light and quiet. They are furnished and equipped to a high standard; furniture is easily moved for flexible layout. Students on campus have full use of the university library.

P4 There are excellent facilities within the building and on campus for students to relax and consume food. As well as the large number of different outlets on the wider university campus, there are kitchen facilities for the preparation of food and hot drinks.

P6 Staff facilities for work and relaxation within the building used by CELL, and on the wider campus, are of a high standard. There is a very attractive staff lounge.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments
<p>P7 Learning resources are well organised and there is an excellent range of up-to-date learning materials and digital resources suitable for all course types taught.</p> <p>P8 The teaching team has use of a good range of appropriate digital resources; they are well organised and very easy to access. Staff can also use the university library and its services.</p> <p>P9 Technological systems available to those teaching on campus and online are of a high standard and well maintained. The university helpdesk is easy to contact and responsive. Staff have received excellent support and dedicated training in online delivery.</p> <p>P10 The Virtual Learning Environment (VLE) is an integral part of students' courses and is used regularly and effectively by teachers and students. The university library provides excellent training, induction and support to all users, whether in person or online.</p> <p>P11 There are robust procedures, as part of the Annual Enhancement Review, for reviewing and developing teaching and learning resources and their implementation.</p>

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments
<p>The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context.</p> <p>The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.</p>

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T4 Teachers are recruited for the summer programme who have relevant experience in teaching EAP. Where closed group courses are taught, such as English for Aviation, permanent TEFLQ staff are timetabled with the relevant experience in teaching ESP. Timetabling and allocation to classrooms is efficiently managed.

T7 All new tutors have an initial induction in which they are introduced to key DMU systems such as the VLE. An induction, often with returning tutors included, led by the programme leader, prepares staff for curriculum delivery, as well as organisational and pedagogical developments. These training sessions are recorded and made available to staff.

T8 Teachers are very well assisted in all aspects of their work, and those in the focus group referred very positively to the support offered. In addition to regular meetings and developmental input, specialist training has been provided to help teachers deliver this online programme. Tutors are placed in Teaching and Learning Communities (TLCs), a mixture of new and more experienced staff which enables peer support.

T10 Relevant CPD sessions are provided on a weekly basis by the academic leadership team for pre-sessional tutors, and certificates awarded to incentivise attendance. These sessions are recorded; they are renewed and adapted each year in response to feedback and according to need. For permanent staff, CPD is managed through the annual appraisal system, with staff directed to in-house training. Academic staff also regularly access external ELT training and conferences.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 The three coursebooks, one for each block of the programme, have been written and developed in house. Courses are based on clear principles, and materials are designed accordingly. They introduce the language and skills required for further university study.

T12 Study and learning strategies are fundamental to CELL programmes because of the need to prepare students for full-time study in the UK. The online programme follows a blended pedagogy of asynchronous independent study combined with daily classes and tutorials. Students on campus are encouraged to practise their English by engaging with university sports and leisure programmes.

T13 The course design and materials are reviewed annually with sections and activities rewritten as required in response to feedback from students and tutors.

T14 Course outlines, learning objectives and outcomes are exceptionally clear. They relate to all aspects of the programme including assessment. Students are regularly prompted to access the information.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
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Comments

T16 Formative tasks and assessments are used throughout the pre-sessional programme, with ongoing progress reports written by tutors and discussed in personal tutorials. Criteria for final assessments are mapped to CEFR descriptors.

T17 Students are helped to set clear targets and have structured and regular support through tutorials to identify individual strengths, weaknesses and progress. The Mandarin-speaking student support worker can offer additional support for the Chinese students.

T18 All students on the pre-sessional programme are being assisted to progress to mainstream education in the UK and have access to ample information and advice.

Classroom observation record

Number of teachers seen	33
Number of observations	33
Parts of programme(s) observed	All parts of the scheduled teaching programme.

Comments

Two of the classes observed were on campus; 31 were online.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers used language appropriate to the context and mostly provided concise memorable explanations. In stronger segments, there was effective support for pronunciation with a focus on intonation and stress. In a very small number of instances, an inaccurate model of language was presented.

T20 Lesson plans were based on course objectives and the scheme of work and the content reflected the values of the university. The topics and materials selected were appropriate and interesting. In stronger segments, teachers provided differentiation, taking into account different learners' needs.

T21 Learning outcomes were clear, explicit, and were consistently checked and reviewed. Outcomes were shared in the pre-lesson tasks, at the beginning of the lesson, throughout the lesson, and for review at the end. There was obvious movement from familiar to new language.

T22 The majority of teachers used a range of techniques with confidence. Instructions were generally clear, and in stronger segments they were checked. There were good examples of nomination, elicitation and prompting. Most classes included a focus on developing subskills. However, in some lessons there was a lack of controlled practice for fluency improvement.

T23 Nearly all teachers managed the online classroom with confidence and skill. Breakout rooms were used very effectively, and there were many good examples of the use of quizzes, timers and other additional applications to support management of the online classroom. In general, the course materials were presented in an interesting way.

T24 The monitoring of student performance was effective. The majority of teachers demonstrated principled and consistent error correction techniques, and all teachers used praise effectively. In a few segments, insufficient attention was paid to students' use of stress and intonation.

T25 Lessons were planned and delivered to ensure that activities and language were linked to previous learning and also looked forward to what was being studied next. This resulted in students building core academic skills in a coherent way. Most lessons included opportunities for students to reflect on their learning, and opportunities were also provided through homework and preparation tasks.

T26 All teachers were patient and encouraging and promoted a positive inclusive and caring learning atmosphere. They demonstrated a very good understanding of their students and their needs. In the large majority of classes whole-class, group and pairwork activities were set up and managed effectively to maximise student talking time and engagement.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength

Comments

W2 There are systems in place at institutional, departmental and class levels to ensure that students' pastoral care is prioritised. Staff and students are thoroughly inducted in welfare and support provision. The university has a range of welfare-related services and departments to promote students' wellbeing.

W3 There is a range of policies which promote tolerance, respect and inclusion. All staff are inducted and trained in these areas, and students are made aware of a code of conduct and acceptable behaviour in their pre-course information. There are excellent policies and procedures in place to promote positive behaviour and deal with any form of abuse by students or staff.

W5 Students receive clear and detailed pre-arrival information setting out different options, with associated costs, of getting to the university from any UK point of entry. In addition, students receive comprehensive information about life in Leicester and the UK. Information is made available before departure, upon arrival, and on an ongoing basis.

W6 Students receive comprehensive information about health care from the university, as well as guidance from the department. The university has excellent health care provision on site including a very good number of mental health and physical first aiders and an on-site GP. There is also a hospital directly next to the campus.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments
W7 The accommodation visited is of a good size and comfortable. Bedding packs, towels and kitchen utensils are provided to newly arriving international students. The university accommodation team works effectively to ensure a positive student experience in its own and third-party providers' accommodation.
W9 The university carries out regular checks of all accommodation and has excellent lines of communication with all accommodation providers to ensure that accommodation is suitable and safe.
W10 The accommodation booking system provides students with detailed information about the type of accommodation offered. This includes videos of rooms and facilities, allowing students to see their accommodation in advance.
W11 Students can report problems directly to the accommodation management staff via an app, or through their tutors. In all cases, there are excellent procedures and resources in place for resolving issues swiftly. Appropriate records of issues and action taken are kept.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments
Homestay accommodation is not provided.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments
The relevant criterion in this area is fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments
W19 The university provides students with leaflets, weblinks and updates in class about social, cultural and sporting events. In addition, the students' union provides comprehensive information about what is happening locally.
W20 The students' union offers an extremely wide range of leisure and sporting opportunities. In addition, the university offers excursions and events organised specifically for international students.
W21 Excursions are very well planned. Students and staff are effectively briefed, and provided with detailed itineraries, maps and interesting handouts.
W23 Activity staff are all very well trained and supported. In the case of sports activities, the university employs a large number of professional qualified coaches and specialist 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	2008
Last full inspection	2021 (online)
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	University programmes
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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	454	460
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a

Overall total ELT/ESOL students shown above	454	460
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	5–13 weeks	5–13 weeks
Adult programmes: predominant nationalities	Chinese, Thai, Saudi	Chinese, Thai, Saudi
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	33	33
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	33	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	University staff	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4
Comments	
Academic managers are not scheduled to teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	27
TEFLI qualification	2
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	4
Total	33
Comments	
Teachers who are not TEFLQ are long-standing members of staff who have relevant experience and have received extensive training and support.	

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	N/a	N/a
Private home	N/a	N/a

Home tuition	N/a	N/a
Residential	4	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	440 (online students)	N/a
Staying in privately rented rooms/flats	10 in Leicester	N/a
Overall totals adults/under 18s	454	N/a
Overall total adults + under 18s	454	