

Organisation name	De Montfort University, Leicester
Inspection date	2–6 August 2021

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited De Montfort University in August 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The large English language teaching department of this university offers courses in academic and professional English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, course design, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The centre for English language learning (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). Since the last inspection, De Montfort University (DMU) has undergone a number of changes in structures and staffing, including three directors of CELL and a restructuring of ADH from four schools to three. The position of CELL has been preserved, in principle within the same school and faculty, throughout these changes. The current director has been in post since April 2019, having previously been academic manager in the centre. The conversion of core hourly paid staff to permanent contracts has impacted the provision extremely positively.

The main purpose of the centre is to provide English language preparation and pre-sessional 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 inspection took the equivalent of three days over four days. Due to the global pandemic, the inspection was conducted remotely. Meetings were held with the deputy dean ADH, the head of school HPA, the associate dean (academic), the director of faculty operations ADH, the human resources business partner ADH, the director of CELL, the CELL business manager, one of the CELL administrators, the associate professor for quality, the faculty operations manager ADH, the faculty health and safety officer ADH, the pre-sessional programme leader, the assistant pre-sessional programme leader, the programme leader for Aviation English, the ADH liaison tutor, the head of student welfare, the acting executive director of student and academic services, associate professor student experience, the international student support officer, the technical accommodation support officer, the accommodation manager, and two members of staff from the company managing the residence inspected.

Focus groups were held with teachers and students. Due to the pandemic, all teaching was online; 37 teachers were observed out of the 38 timetabled during the inspection (one teacher was absent). Virtual tours of the CELL premises and one of the university residences were conducted, and a remote interview was held with the agency responsible for homestay accommodation.

Address of main site/head office

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

Description of sites observed

No on-site teaching was taking place at the time of the inspection. However inspectors were able to view most of the premises normally used through a video tour conducted with the director. The DMU website also includes a comprehensive campus video tour, which made it possible to view the wider environment. CELL is located on the third floor of the Vijay Patel building, a new, award-winning development on the campus, dedicated primarily to art and design.

There are two classrooms dedicated to CELL, with a range of classroom space available across the campus. Although this wider range could not be viewed during the inspection, inspectors were told that all classrooms are similarly equipped to those in the centre. In addition to the classrooms, there is office and meeting space, communal breakout areas with various configurations of seating, a staff kitchen and relaxation area, two staffrooms, a computer lab, and ample toilet facilities. On the fourth floor, there is a lecture theatre that can be used, and further breakout areas, as well as a large student lounge and outdoor terrace.

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"/>
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

The centre offers pre-sessional courses, English for aviation, and in-sessional language support.

Management profile

The CELL Director reports to the head of school (HPA). CELL course and programme leaders all report to the director. Teachers report ultimately to the director through programme leaders.

Accommodation profile

The university owns two halls of residence and some houses and works with a number of privately owned accommodation providers. CELL students are offered accommodation in one specific residence within easy walking distance of the main campus, which is owned and run by one of the private providers. A tour of this residence was conducted remotely. No CELL students were living in the residence at the time of the inspection. The university also offers homestay accommodation to closed groups of students on request, and would offer homestay accommodation only to any under 18 students. Homestay accommodation is provided by a local homestay agency. A virtual interview was held with the owner of the agency. No students were living in homestay at the time of the inspection.

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 clear benefit of students, and is clearly aligned with the university's stated goals, values, and publicity. *Strategic and quality 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 age and needs of the students. Very good 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, although there are insufficient TEFLQ teachers for an academic English programme. Teachers receive strong guidance to ensure that they support students effectively in their learning. Courses are very well structured and effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met. The accommodation offered is of a high standard and easily meets the needs of students. The leisure programme normally on offer is varied, interesting and well run and provides excellent opportunities for students to get the most out of their stay in Leicester and the UK. *Care of students*, *Accommodation*, and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

Overall the provision meets the section standard. A detailed safeguarding policy is in place and mandatory safeguarding training is given to all staff. Outside agencies are given the policy and must adhere to the safeguarding procedures of the university. However, parental consent forms currently do not give any details of the limits of care and supervision for under 18s and do not ask for medical consent; there are no arrangements in place for the supervision and safety of students outside the scheduled programme.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The university's goals and values are clear, widely disseminated, and have been created with staff engagement. They are very well understood by managers and the director of CELL gave numerous examples of ways in which wider goals and values have steered and informed the work of the centre.

M4 Communications are effective, with appropriate use of both formal and informal channels. All staff spoken to during the inspection were well informed and engaged.

M5 Weekly feedback is collected and fed into weekly meetings. There is a student representative system that meets regularly with programme staff. A student satisfaction histogram is produced.

M7 Sustained effort has been made to ensure that CELL has been incorporated into the university's wider quality review cycle, which is regular, comprehensive and clearly documented.

Staff management and development	Met
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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Although recruitment procedures in general are clear and well managed, there was insufficient evidence that TEFL qualifications had been investigated.

M13 All staff benefit from a very wide range and variety of continuing professional development opportunities, and focus on the individual is supported through appraisal and teacher observations. Teaching staff have regular ELT developmental sessions.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

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, and this is extremely comprehensive, with the advantage of being available in students' L1 for the majority of students.

M20 Conditions and procedures are covered clearly and succinctly in student handbooks and at induction.

M21 The complaints procedure is clearly and accessibly written, and included in student handbooks.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the DMU website from which students can also download brochures.

M22 The website includes very clear descriptions and photographs, as well as a comprehensive video tour.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 Premises are extremely clean and well maintained in all areas. There is ample space for both staff and students, and excellent provision for students outside class time, with a wide range of welcoming spaces in a variety of different configurations. The wider campus provides additional outdoor space.

P2 The dedicated classrooms are spacious and bright with air conditioning and good ventilation. They are equipped to a very high standard, and furniture is flexible. Although other classrooms could not be viewed and were not in use, inspectors were told, and the video tour indicates very strongly, that other classrooms are of a similar standard.

P3 Facilities for students to relax and consume food are generous, varied and welcoming.

P4 As well as the large number of different outlets on the wider university campus, there are good kitchen facilities for the preparation of food and hot drinks.

Learning resources	Area of strength
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P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Learning resources are well organised and there is a good range of up-to-date learning materials and digital resources suitable for all course types taught. Pre-sessional materials have been custom-made to respond to students' needs.

P8 The teaching team has good access to computers and to an excellent bank of in-house digital learning materials, which is well organised and very easy to access.

P9 There is a very good range of educational technology in classrooms, which is well maintained. A helpdesk is easy to contact, widely advertised, and responsive. In addition, staff have received excellent support and dedicated training in online delivery, and online tools are used confidently.

P10 The VLE is an integral part of students' courses and is used regularly and effectively by teachers and students.

P11 The university library provides excellent training, induction and support to all users, whether in person or online.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 Only academic English is taught on pre-sessional programmes, and there was an unacceptably high number of teachers whose qualifications do not meet Scheme requirements for TEFLQ status.

T3 The teaching team have a very good range of knowledge, skills and experience highly appropriate to the pre-sessional programme. The majority have studied at postgraduate level and many have themselves been DMU students.

T4 The academic team consists of the director and programme leaders. At the time of the inspection, the pre-sessional course leader and assistant course leader formed the team with the director. A rationale was provided for one member of the team who is not TEFLQ. She has a PGCE and extensive knowledge and experience in teaching and learning as well as design and delivery of pre-sessional programmes. She is well supported by the director within the team.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a

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

Comments

T7 Good cover is in place. There is someone available for cover at all times through the academic management team, but there are also dedicated cover teachers.
T9 Teachers are very well supported in all aspects of their work, and many of those in the focus group referred very positively to this support. As well as regular meetings and developmental input, specialist training has been provided to help them deliver this online programme.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 Courses are based on clear principles, and materials are matched and adapted accordingly. Pre-sessional materials have been specifically designed with a comprehensive independent syllabus, and the programme has won a sustainability award for its online delivery.
T13 Course outlines are exceptionally clear, accessible to students at all times and include all aspects of the programme including assessment.
T15 Study and learning strategies are fundamental to CELL programmes because of the need to prepare students for full-time study. Tutorials provide additional individual guidance for students.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T19 Students benefit from very good learning support. They are helped to set clear targets and have structured and regular support through several different channels, including online, to identify strengths, weaknesses and progress.
T22 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	37
Number of observations	37
Parts of programme(s) observed	All (pre-sessional)

Comments	
All teaching observed was online.	
Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments
T23 Teachers demonstrated sound knowledge and awareness, and many dealt effectively with complex patterns of language in academic discourse. They mostly provided clear and appropriate models and gave clear explanations. Many paid attention to features of pronunciation.
T24 Course objectives were strongly reflected in planning, and the needs of students had clearly been taken into account. Topics, materials and activities were highly relevant.
T25 Lesson objectives were clear, relevant and had evidently been shared with students. Lessons included very good sequencing and staging with effective scaffolding.
T26 A good range of teaching techniques was seen used confidently, including some good eliciting, summarising, concept checking, prompting, and nominating. Many teachers skilfully lightened the load of demanding, complex texts and tasks.
T27 Classes were very well managed and competent and confident use was made of online technology and tools. Teachers checked instructions carefully and set up activities clearly. They were often able to bring course materials to life in an online environment. Breakout rooms were used effectively and appropriately.
T28 Teachers provided plentiful praise and encouragement and some used a range of techniques to offer feedback. Most teachers made good use of monitoring and interacting with student groups to give support and feedback.
T29 In most segments observed, teachers had ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.
T30 There were very high levels of student engagement in almost all classes. Teachers managed to establish group coherence and a sense of shared purpose, through strong presence and rapport, and careful management of activities. Many classes included a sense of fun alongside a purposeful, positive learning atmosphere.

Classroom observation summary
The teaching observed met the requirements of the Scheme and ranged from excellent to just satisfactory against the criteria, with the majority being good. Teachers showed strong awareness of linguistic systems and provided thorough and clearly staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a range of techniques with confidence and resources were used to very good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength

W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are impressive levels of safety and security throughout the campus. The security service operates 24 hours a day, seven days a week, CCTV cameras monitor all areas and the university has its own police officer located on campus. First aid staff are on duty in every building. Fire drills take place regularly, buildings risk assessments are thorough and up to date and Covid-19 safe measures are evident throughout.

W2 A comprehensive major incident and emergency plan is in place, supplemented by a detailed Covid-19 emergency plan. Information on keeping safe and what to do in an emergency is displayed on walls and given to students at induction.

W3 Pastoral support and care for the well-being of students is part of the ethos of the university, evidenced by the extensive array of student support services available and the proactive approach to providing support for international students. The tutorial system in CELL ensures that any problems students are having, academic or personal, are identified and acted on quickly. Students in the focus group were well aware of who they would contact with any problems and felt very well supported.

W6 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. The university offers its own bus pick-up service for pre-sessional students in normal times.

W7 The international student guide contains comprehensive information about all aspects of life in the UK relevant to newly arriving international students. Students receive a 'welcome envelope' on their coach journey to the university or on arrival, containing further immediately useful information on settling into life in Leicester.

W8 The healthcare section of the international student guide gives very clear information on how to access healthcare and a specific session is given as part of induction. Students are encouraged to register with the campus medical practice and are helped to do this by the international student support team.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

W9 Residential accommodation visited virtually was of an impressively high standard. All residential accommodation is ensuite, storage space is generous and flats have well-equipped kitchens and communal areas. Bedding packs, towels and kitchen utensils are provided to newly arriving international students.

W11 Weekly, monthly, quarterly and yearly inspections are carried out by the hall provider to ensure compliance with all legislation governing student accommodation.

W12 A bespoke booking system, specifically designed for shorter-stay PSE students, has been created and is maintained by a technical accommodation support officer. Students can see in advance a plan of the residence and a video, select which floor they want to be on and book a specific room.

W13 There are various ways of logging and recording any problems students might have with accommodation and very good procedures in place for resolving any issues.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The applicable criterion in this section is met.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W23 In normal years, the university offers a wide range of leisure, volunteering, sporting and buddying opportunities, as well as a specific range of outings and excursions organised for international students. Details of previous programmes were seen; teams are ready to resume all leisure programmes as soon as circumstances permit.	
W24 Feedback from previous programmes shows a high degree of satisfaction from students with all aspects of leisure activities and facilities offered by the university.	
W26 Thorough risk assessments were seen for all activities that took place previously. These are revisited and refreshed after each activity. Students participating in trips and excursions are given helpful maps, instructions, meeting points and other relevant handouts.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The CELL brochure states that students must be 18 years old and over before they can be accepted on any English language programmes and no under 18s have been accepted for over seven years. However, the university is committed to considering any applications from under 18s that they may receive in the future.

S1 A clear and comprehensive safeguarding policy is in place giving details of the designated safeguarding lead and all other named staff who have safeguarding responsibilities. A team of safeguarding coordinators is in place in allocated areas of the university to provide consistent support and advice to staff and students.

S2 All staff are made aware of the safeguarding policy and undergo mandatory safeguarding training and regular updating. External organisations using DMU facilities must have arrangements in place to support and adhere to the safeguarding policy and must complete a signed declaration to confirm that this is the case.

S3 Parental consent forms are in place. Parents/guardians must sign to say they are aware that their child is coming to study in an adult environment. However, no examples of the limits of care and supervision are given. There is no information about travelling alone at night after evening activities, for example, or about unsupervised time, and medical consent is not requested.

S6 There are no provisions in place for the safety and security of under-18 students outside the scheduled programme. There are no rules, curfews or risk assessments of unsupervised time.

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	October 2008
Last full inspection	June 2016
Subsequent spot check (if applicable)	December 2016
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	MA in English Language Teaching BA in English Language with TESOL
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	DMU International College

State sector

Type of institution	University
Other accreditation/inspection	BALEAP

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	647	647
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	647	647
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	1–3 months	1–3 months
Adult programmes: predominant nationalities	Chinese, Saudi Arabian Thai, Indian	Chinese, Saudi Arabian, Thai, Indian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	38	38
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	38	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	5
Comments	

Tutors involved in managing the pre-session courses at the time of the inspection have no formal timetabled teaching, but may cover classes as necessary or observe tutors.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	25

TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/TESOL qualification	3
Total	38

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	0	