

Organisation name	Keele University Language Centre
Inspection date	13–14 November 2018

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Keele University Language Centre in November 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>The English language teaching department of this university offers courses in academic English for adults (18+) and in general English for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, academic staff profile, course design, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Keele University is set in a 620-acre campus near Newcastle-under-Lyme. Buses from the town run direct to the campus.

English language programmes for international students are offered by the Language Centre (LC), formerly the Language Learning Unit. The centre, which has the status of a school within the faculty of humanities and social sciences, also offers courses in modern foreign languages for students and staff of the university and the local community.

The university has a partnership with Study Group International, which opened an international study centre on the campus in 2009. The centre offers foundation programmes for international students (including EU) with pathways which complement those available within the university. This provision falls outside the current accreditation.

The inspection took place over two days. The inspectors held meetings with the associate dean of education for the faculty, the head of the LC, the deputy head of the LC, who is also English language programme director, the LC office manager, the LC co-ordinator for the closed group from Japan, the director of TESOL training, the director of the institute of excellence and innovation in teaching, the deputy director of estates, the head of occupational health and security, the head of student services, the head of counselling and mental health, the student services money and welfare co-ordinator, the international student support officer, the international student support co-ordinator and the student union welfare and internationalisation officer, the student accommodation manager, and the international mobility programmes assistant. Focus group meetings were held with teachers and students, and all teachers teaching on the days of the inspection were observed. One inspector visited two homestays and an on-campus student residence.

## Address of main site/head office

Chancellor's Building, Keele University, Keele, Staffordshire ST5 5BG

## Description of sites visited

The Chancellor's Building is located at the centre of the campus, close to teaching buildings, the library and the students' union. There is a ground-floor reception area and open-plan office for administrative staff, with staff offices and a kitchenette on the same floor.

The campus itself has a range of facilities. These include shops, a bank, post office, doctor's surgery, faith centres, sports facilities, cafés and a refectory, and student residences.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" 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 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

During the academic year, the main English-language provision consists of credit-bearing modules in English for academic purposes (EAP) for undergraduate and postgraduate students. The university has a foundation year which is open to international (non-EU) students, but since the number of students on this programme who require language support is not high they join the LC modules open to all students of the university. Bookable one-to-one tutorial support is also available for international students. A pre-sessional programme, with entry points currently at 16, 12 and six weeks, runs during the summer. The LC also runs general English courses of three to four weeks' duration and at different points in the year for closed groups of students from partner universities in Japan.

## Accommodation profile

The university offers a range of on-campus residential accommodation. One residence offers ensuite rooms and

single occupancy flats; most residences have a mix of single and ensuite rooms, some organised into flats and all with shared kitchens, common rooms and laundry facilities. Homestay accommodation in Stafford, about 15 miles away, is offered for closed groups of adult students from Keele's partner universities in Japan. There have been four such groups in 2018. The students are accommodated in single rooms with full board and a taxi service to and from Keele is provided by the university every day.

One inspector visited one of the on-campus residences and two homestays in Stafford.

## Summary of inspection findings

### Management

The provision meets the section standard. In general, the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with comfortable relaxation areas and an excellent professional environment for work. A good 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. *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 very strong professional profile (qualifications, experience and continuing professional development) entirely appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and managed and reviewed to ensure that they provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Course design* 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, pastoral care and information are well met. Both residential and homestay accommodation are suitable and well managed, but aspects of checking for safety in homestay accommodation need attention. Leisure opportunities are varied and well run. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

No students under the age of 18 are accepted.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M3 The structure is very clear. Reporting lines and responsibilities are well defined, cover arrangements are

appropriate, and the roles of staff members are indicated on a photo board next to the reception area.

M4 There are very good formal communication systems through minuted meetings, representation on faculty and university committees, and liaison with other faculties through link tutors. Informal communication within the LC is facilitated by the fact that all staff have offices on the same corridor. Homestay hosts are invited to an end-of-course celebration meal.

M5 Initial feedback is not collected on all courses.

M7 Review processes are thorough, linked and well established. Reports, which draw on student and teacher feedback, are written on all courses and modules. These reports are then considered, along with input from an external examiner, during an annual programme review and then as part of the annual curriculum review and development process. Examples were seen of changes made.

<b>Staff management and development</b>	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.	Met
M11 There are effective induction procedures for all staff.	Not 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.	Not 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

M11 One day is allocated for the induction of pre-sessional teachers. Given the range of information they are expected to process, in addition to preparing for teaching, this is insufficient for those who are new to the university.

M12 Policies for dealing with unsatisfactory performance are not included in teacher handbooks and are not referred to during the induction of pre-sessional teachers.

M13 There is wide-ranging university-level provision for continuing professional development (CPD) and financial support for participation in external events. The university holds an annual learning and teaching conference; a peer observation system operates across the LC; and there are pedagogically oriented meetings for all LC staff.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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.	Met
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.	Not 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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

M14 Written student feedback showed a high level of satisfaction with customer service. Students in the focus group meeting also commented very positively on the helpfulness of staff.

M18 The database does not indicate whether the emergency contact speaks English. Rapid retrieval of emergency contact details is hindered by the fact that these are stored in a different area of the database from student contact details.

<b>Publicity</b>	Met
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M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The main medium of publicity is the website. The international admissions web pages are translated into several languages. LC web pages are not translated. Leaflets describing pre-sessional courses and the in-sessional provision for undergraduate and postgraduate students are used for open days and internal awareness-raising.

M23 There are some minor errors on the website, which do not affect communication. These were corrected during the inspection.

M24 Information is incomplete. No minimum age is stated. Times of classes, non-teaching days and course end dates are not shown. The website was amended following the inspection, and minimum age and course end dates are now shown.

M26 Under 18s are not accepted.

M27 Publicity makes very good use of visuals as well as print information to provide a very clear picture of the accommodation.

M29 The Accreditation Scheme marque used on the website is no longer current. This point was dealt with during the inspection and is no longer a point to be addressed.

#### Premises and resources

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

#### Comments

P1 All premises inspected were in a very good state of decoration, cleanliness and repair. The extensive grounds of the campus are also well maintained.

P2 In some of the classrooms used, furniture was arranged in rows, preventing easy student movement but also militating against good class dynamics.

P3 There are good internal and external facilities for relaxation. These include the students' union and a designated area within the library.

P4 A good range of food is available across a number of food outlets, with choices changing daily. Students in the focus group meeting were positive about the variety available.

P6 There is very good provision for LC staff. Administrative staff share a spacious and well-lit office. Each member of the academic staff has their own office. Sessional staff share an office but have their own desk and computer and personal lockers.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number,	Strength

accessible, and well maintained and organised.	
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.	Met
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 have for the most part been designed in-house to meet the specific needs of LC students. Discipline-specific EAP modules have been developed with input from link tutors in other faculties. Appropriate use is made of the university's virtual learning environment (VLE).

P8 Teachers are well resourced, and have good access to printing and reprographic facilities. Within the LC, supplementary materials for teachers are housed in the TESOL course library and the office shared by sessional teachers. Additional materials are held in the university library. The LC subscribes to relevant professional journals.

P9 Classrooms are well equipped technologically and staff can call on an in-house technologist for help or training. Additional support for course development is available from the institute for innovation and teaching excellence.

P10 The university library provides excellent facilities for independent learning. The university subscribes to a set of online EAP resources; in addition, tutors recommend publicly accessible websites.

### Teaching and learning

Academic staff profile	Area of strength
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.	Strength
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.	Strength

### Comments

T2 The permanent teaching team is very well qualified. All are TEFLQ, and the majority have relevant postgraduate qualifications. Those teaching specialist modules have appropriate knowledge and experience. The very small number of staff employed on a temporary basis are suitably qualified and experienced.

T3 There is a wide range of EAP teaching experience across the team. Staff teaching on the Japanese courses have relevant knowledge and experience.

T4 The academic manager is both widely experienced and very well qualified.

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

T9 There is good day-to-day support. New year-round staff are allocated a mentor. During the pre-session course, the course director relocates from his/her normal office to the sessional staffroom and acts as mentor for any new staff; the materials provided also offer support.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength

### **Comments**

T12 University quality processes ensure regular review. Evidence was seen that this is carried out conscientiously and action taken as a result. For instance, a working group has been set up to re-design the pre-session course.  
T15 Study and learning strategies are an integral feature of EAP courses. Evidence was seen that appropriate resources for independent learning are introduced during taught sessions and recommended on the VLE.  
T16 Several measures have been taken to help students develop their language skills outside the classroom. These include extra-curricular conversation classes for EAP students, organised by the LC and the student union and, for the Japanese students on short courses, a buddy system and interview-based projects.

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

### **Comments**

T18 The progress of students on the pre-session is carefully monitored through fortnightly assessment on all four skills. Small-group tutorials provide help for specific projects, with additional one-to-one tutorials being scheduled by the tutor or requested by the student. Reports indicate the level achieved overall and in each skill relative to the university's pass rate.  
T19 The university operates an 'at risk' policy for international students under which students experiencing language difficulties can be required to come to the LC for support.

### **Classroom observation record**

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Undergraduate and postgraduate EAP modules; one-to-one writing tutorial.

### **Comments**

The academic manager provided cover for a teacher who was unable to teach during the inspection.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers provided appropriate models of the spoken language and clear explanations of language use, and drew students' attention to the characteristics of good academic writing. In most cases, however, little supporting information was supplied when new vocabulary was written up (for example, syllable stress or phonemic transcription to clarify spelling-sound issues).

T24 Careful thought had gone into decisions concerning content. Lesson plans were aligned with module objectives and generalised learning needs, but there was little explicit consideration of differentiation or cultural differences.

T25 Lesson plans were well constructed, with clear development and variety of activity. Lesson objectives were not always expressed as learning outcomes.

T26 In general, teachers used a range of techniques appropriate to the students and the nature of the lesson. Questioning technique was effective, there was good prompting, and some use of concept checking. Teacher presentation, although relevant for this type of teaching, was overused in some lessons. Pronunciation drilling, when used, was perfunctory, and approaches to new vocabulary sometimes limited.

T27 Teachers used technology and other resources effectively. Slides, for example, were very good. However, easy student-student interaction was in some classrooms affected by seating arrangements.

T28 Teachers monitored pairwork and in some cases interacted with pairs, but there was very little evidence of corrective plenary feedback on student production or teacher prompting of self-correction.

T29 All lessons included provision for checks on student learning. In some cases, this formed part of a repeated input-practice sequence; in others, presentation was preceded by a diagnostic activity, such as a quiz. Students were also asked, as part of an end-of-lesson activity, to review what they had learned in relation to the stated outcomes of the lesson.

T30 Teachers communicated a clear sense of purpose. Most were relaxed, encouraging student initiations, and students were fully engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers showed a sound knowledge of the language and provided helpful models of language use. They had prepared lesson plans which were clearly structured and relevant to learners' needs. Although there was insufficient feedback on student performance, lessons included checks on learning. In general, teachers managed classroom resources very effectively and used an appropriate variety of teaching techniques, with the result that learners were fully engaged.

### 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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Strength
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.	Met
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 The campus is open but a number of measures are in place to ensure the safety of students, including up-to-date risk assessments, CCTV, pedestrianised areas and close monitoring by the security and maintenance teams. Regular fire drills are held. The residential blocks are kept secure with entry only by programmed smart cards.

W3 Pastoral care is excellent and is a priority for all staff. One central telephone number gives any student 24-hour access to a wide range of support services, including to the committed team in the student services centre. Special arrangements are in place for any students who remain on campus over the end-of-year break. Residence advisors provide additional support in accommodation. There is good provision for any religious observance requirements.

W4 The university is proactive in this area and takes its Prevent duty seriously. A *NeverOK* campaign to help provide a safe environment for all students has been launched. University policies and online information are comprehensive. Training has been provided for relevant staff.

W7 Excellent information is provided for students during the welcome sessions, online and in printed information.

W8 Health care provision is very good. There is a health centre, doctor's surgery and pharmacy on campus and students receive full information about the services and their rights to treatment through the NHS.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
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.	Strength

### Comments

W9 The residential accommodation visited was of a high standard. Both homestays provided very comfortable accommodation with welcoming hosts who were clearly fully engaged with their responsibilities in relation to caring for their student guests.

W11 Residential accommodation is inspected annually for safety and suitability. Homestay accommodation is inspected before students are placed and re-inspected every two years but hosts are not required to carry out a fire risk assessment of their homes, nor are they routinely asked for Gas Safe certificates.

W15 Students have access to a very wide range of reasonably priced eating outlets on campus which cater for different dietary requirements. Specially priced two-week catering packages are also available. The two homestay hosts visited showed good awareness of the need to provide healthy food.

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

### Comments

All the criteria in this area are fully met.

<b>Accommodation: other</b>	
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.	Met

#### Comments

W21 Students are given excellent advice in the university's guide to finding accommodation off campus and by accommodation staff.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 The student union activity officers are proactive in promoting a wide range of clubs and societies, as well as volunteering opportunities, to enable international students to interact with students on other courses and with the local community. Extensive information is available online and on campus.

W24 The leisure programme for pre-sessional students is varied and makes full use of the excellent university sports facilities; a good range of social activities and excursions is also organised. The design of the leisure programme for the closed groups of Japanese students is imaginative and feedback is consistently very positive.

W25 Activities and visits are planned efficiently by activity officers and well managed by student ambassadors who receive appropriate training, including a strong focus on their responsibilities for safety during any activity or event.

#### 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 2002
Last full inspection	November 2014
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	Undergraduate and Postgraduate degree courses. Externally validated pre-service teacher training.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	International study centre, a joint venture with a private provider.

### 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	N/a
Details of any additional sites not in use at the time of the inspection	N/a

### Student profile

	At inspection	In peak week: October (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
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	215	215
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>215</b>	<b>215</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–60	18–60
Adult programmes: typical length of stay	3 years	3 years
Adult programmes: predominant nationalities	Chinese	Chinese

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	Keele University employs a large team of support staff.	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager is timetabled to teach six hours per week, but may also cover for absent teachers.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	128	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	87	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	215	N/a
Overall total adults + under 18s	215	