

Organisation name	Language Tuition Nottingham
Inspection date	3 November 2022
Current accreditation status	Accredited
Reason for spot check	Routine: newly accredited institution, including provision not seen at first inspection and follow up on Points to be addressed.

Recommendation

We recommend continued accreditation. The next inspection falls due in 2025; there are no grounds for bringing this forward.

Changes to the summary statement

The following changes need to be made to the summary statement: the need for improvement in staff management and course design can now be removed and the date of this inspection added.

New summary statement

The British Council inspected and accredited Language Tuition Nottingham in February 2021 and November 2022. 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).

This small private language school offers courses in general English for adults (18+) and vacation courses for adults (18+).

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

Updated summary inspection findings**Management**

The provision meets the section standard. The school operates to the benefit of the students, and in accordance with the school's stated goals and values, and publicity on the whole, although systems for monitoring student feedback are not in place.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic team has a professional profile 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are met. Students benefit from well-managed student services.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	February 2021
Last full inspection	February 2021
Subsequent spot check(s) (if applicable)	N/a
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	Language courses: Spanish Externally validated teacher training courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	In peak week: August
Total ELT/ESOL student numbers (FT + PT)	32	45
Minimum age (including closed group or vacation)	18	18
Typical age range	20–30	20–30
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Saudi Arabian	Saudi Arabian
Total number of teachers on eligible ELT courses	5	5
Total number of managers including academic	3	3
Total number of administrative/ancillary staff	2	2

Premises profile

Address of main site	1 st Floor, Friary Chambers, 26–34 Friar Lane, Nottingham NG1 6DQ
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Main site

Introduction

Background

Language Tuition Nottingham (LTN), was first accredited in 2021 following an inspection which took place at a time when it was not possible to see the full range of the school's activities. This visit combines the routine spot check in the first 18 months of accreditation and evaluation of provision and premises which could not be seen at the time of the first inspection. In addition, weaknesses identified in W1 and D1 were also checked. The date was chosen to allow inspection of group courses, not seen at the first inspection.

Preparation

One of the inspectors who had conducted the first inspection carried out the supplementary inspection. Documentary evidence including the school's action plan and points to be addressed were forwarded to the inspector and the owner/manager of the school was informed that a spot check would be conducted.

Programme and persons present

The inspection took place on 3 November 2022. The inspector arrived at 10.30 and left at 15.30. Meetings were held with the owner/manager, the director of studies (DoS), and the senior teacher. A focus group was held with a group of students and another with the teachers. Five classes were observed for fifteen minutes.

Findings

Management

The day-to-day running of the school continues to be managed by the owner/director, assisted by a recently employed DoS who has assumed most responsibility for academic management. Job descriptions are now

complete and there are effective HR policies in place. Staff records viewed were complete with all the required checks and documentation. All enrolment procedures are satisfactory and the website has been updated to include information on all costs. Findings are reported in the Action taken on points to be addressed.

M8, M9, M10, M18 and M25 are now fully met.

Premises and resources

The premises are in a good state of repair and cleanliness. Rooms are well decorated and provide a comfortable environment for staff and students. There is appropriate signage throughout the premises. Findings are reported in the Action taken on points to be addressed on aspects of the provision which could only be partially assessed in the first inspection.

P1, P2, P3 and P5 are now fully met.

Teaching and learning

The new TEFLQ DoS has taken on full academic management duties and there are effective systems in place to ensure that teachers are well managed and supported. Courses are clearly structured and reviewed regularly. All teachers have been observed and given useful feedback. There are effective procedures in place to monitor students' progress and students are made aware of course objectives and outcomes. The teaching observed met the requirements of the Scheme. Findings are reported in the Action taken on points to be addressed.

T10, T11, T12, T13, T15, T16, T18 and T25 are now fully met.

Welfare and student services

Fire and premises risk assessments have identified any potential risks and action has been taken to minimise these. Fire drill and alarm testing records are now in place, as is the school's emergency plan. The abusive behaviour policy is readily available, although the language is not accessible to lower level students. Information on life in the UK and health care is provided. Findings are reported in the Action taken on points to be addressed.

W1, W2, W4 and W6 are now fully met.

Declaration of legal and regulatory compliance

D1 is now fully met.

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.	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.	Met
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.	Met
Comments	
M5 Although end-of-course feedback forms have been produced the response rate is very low and the results are not effectively monitored or recorded.	
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.	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 the recruitment policy is limited in scope, staff files are complete and include references and ID checks.

M13 There is an extensive continuing professional development (CPD) programme for all staff which includes both in-house and external events. The school is currently part-funding a teacher towards a diploma level qualification.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	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

All criteria in this area are fully met.

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

Comments

All relevant criteria in this area are fully met.

Premises and resources

Premises and facilities	Met
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.	Met
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.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
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	
All criteria in this section are fully met.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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	
All criteria in this section are fully met.	

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.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T1 A rationale for a teacher without a Level 6 qualification was accepted in the context of this inspection.	

T4 A rationale for a member of the academic management team who is not currently TEFLQ was accepted in the context of this inspection. She is mid-way through a course leading to TEFLQ, has worked for the school for a number of years and is appropriately deployed and supported 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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Strength

Comments

T5 The DoS and senior teacher have a good knowledge of the teaching team's areas of expertise and preferences, and teachers are matched accordingly.

T8 Procedures are in place to deal with continuous enrolment but insufficient guidance is provided for teachers on how to successfully integrate new students into a class.

T9 Teachers at the focus group commented very favourably on the level of guidance available to them and how supportive the academic management team are.

T10 Observations take place regularly. Formal observations are conducted by the TEFLQ DoS in addition to those with the senior teacher. Feedback is thorough and includes areas for development which are then linked to the CPD programme. Peer observations are encouraged and cover is arranged to facilitate this.

Course design and implementation	Met
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.	Met
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

T11 The teaching philosophy of the school is clearly presented in the teachers' handbook. All courses follow a coursebook and guidance is given on the use of supplementary material. Schemes of work have been created for both teachers and students and there is a carefully considered pacing schedule for each course.

T12 Courses are reviewed at the mid-term and end of course by the teachers and academic management team. Student feedback is also considered.

T13 A students' scheme of work is posted on the classroom noticeboard. Reference is made to how the plans should help students with their day-to-day life in Nottingham.

T15 The importance of study skills is noted on the scheme of work for each level, with examples of useful activities that should be covered. Tutorials include objective setting and guidance on learning strategies, and the 'Friday Study Club' also supports independent learning.

T16 Field trips take place throughout the course to encourage students to engage with the local community. Course design documents include guidance on how to introduce language based on students' real needs into lessons.

Trips to local landmarks and social spaces also feature in the 'Friday Study Club'.

Learner management	Met
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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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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

All criteria in this section are fully met.

Teaching: classroom observation	Met
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.	Strength
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.	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

The five new teachers (including the DoS) were observed across a range of levels and classes, including general English and IELTS preparation. The senior teacher was observed in the previous inspection.

T23 Teachers provided good models of spoken and written form on the whole. Better segments paid good attention to aspects of pronunciation, including intonation patterns, and thorough explanations of new language were provided.

T24 Students' cultural backgrounds and learning needs were clearly considered when planning lessons. Topics were of interest and language input was appropriate to the students' needs in all lessons.

T25 Lesson plans had relevant learning objectives and followed a logical, coherent sequence of activities. Student outcomes were clearly posted on whiteboards at the start of lessons and schemes of work were posted on classroom noticeboards.

T26 A range of effective teaching techniques was observed, including nomination, elicitation, prompting, drilling and concept check questions.

T27 Classroom resources were managed well. Whiteboards were well organised and neatly presented, often with effective use of coloured pens. Instructions were mostly clear and checked and students were grouped appropriately.

T28 Feedback was generally handled effectively and there were examples of both on-the-spot and delayed error correction in most lessons. Teachers monitored well, encouraged self and peer correction, and offered appropriate praise when deserved.

T29 Most activities were task based, demonstrating the students' ability to use the target language of the lesson.

T30 Students were fully engaged, focused and motivated in all lessons. Teachers had developed a very good rapport with their learners and were sensitive to their students' needs, resulting in a relaxed yet purposeful atmosphere in all lessons. Students were suitably challenged and it was clear that learning was taking place.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated a sound knowledge of the use of English and lessons were well planned and executed. Student outcomes were made very clear in all classes, a good range of teaching techniques was employed and resources were used effectively. Feedback and error correction were built into all lessons, students were fully engaged and purposeful learning was observed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport 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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 A premises and independent fire risk assessment have been carried out and measures are now in place to minimise any risks identified. Records of fire drills and alarm testing are now in place.
W2 The emergency plan is appropriate and made known to staff and students.
W4 The abusive behaviour policy is now included in the student handbook and on noticeboards in classrooms. However, the language of the policy is not accessible to lower-level students.
W6 Although students are currently from the local community, information on transport from the point of entry to the UK and the provider has been added to the website.
W8 Two members of staff are first-aid trained. Information on local health care provision is now available to students on noticeboards.

Action taken on points to be addressed and items to be assessed at follow up inspection

Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed.

Points to be addressed

Management

M8 Existing HR policies do not cover important aspects of the terms and conditions of employment. Contracts are not in place for all members of staff.

Addressed. Contracts are now in place for all members of staff and a relevant HR policies are now available.

M9 Deputising and emergency roles have not been specified in job descriptions.

Addressed. Cover and relevant emergency roles are now included in job descriptions.

M10 The school recruitment policy is limited and several procedures are not in place or implemented. References and ID checks have not been followed up.

Partially addressed. Although the recruitment policy is limited in scope, staff files are complete and include references and ID checks.

M16 Cancellation and refund procedures are dealt with efficiently; however, students are not required to accept terms and conditions when enrolling on a course.

Addressed. Registration forms require a signature indicating acceptance of the school's terms and conditions.

M18 Information on the emergency contact's ability to speak English is not requested.

Addressed. The emergency contact's ability to speak English or Spanish is now included on registration forms.

M25 Costs for coursebooks, administration fees for refunds and exam fees are not made clear on the website.

Addressed. All additional fees are included on the website.

Teaching and learning

T10 Regular observations are not conducted.

Addressed. All teachers have been observed and there are regular opportunities for peer observations.

T11 There is little evidence of a course structure for the current range of courses offered by the school.

Addressed. Course design documents are in place for all programmes. The teachers' handbook and schemes of work include good guidance on course planning.

T12 There is a lack of evidence to show review of the course design on the current range of courses offered by the school.

Addressed. Mid- and end-of-course reviews take place, and students are asked to comment on the content of courses.

T13 Students are provided with very limited information on intended learning outcomes.

Addressed. Schemes of work are posted on classroom walls and regularly referred to by teachers. Lesson outcomes and objectives are presented at the start of each lesson.

T15 Learning strategies do not form part of the syllabus for current or future courses.

Addressed. Schemes of work include references to study skills that should be included in relevant parts of the course schedule.

T16 The local environment is not used as an opportunity to develop students' skills outside the classroom on existing or future courses.

Addressed. Field trips take place both in-class and during the 'Friday Study Club' which target student needs and provide opportunities to practise recently acquired language.

T18 There is no evidence that regular assessment of students' progress takes place.

Addressed. Fortnightly progress tests have been introduced as well as mid-course assessments. Student progress is monitored in tutorials.

T25 Learning outcomes are not made known to students.

Addressed. Lesson outcomes and objectives are presented at the start of each lesson.

Welfare and student services

W1 The risks associated with the separate entrances to the reception area, classrooms and toilets have not been thoroughly assessed and further measures are needed to minimise these. The school does not keep its own records regarding fire risks and procedures.

Addressed. Premises and fire risk assessments are in place and regular fire drills and alarm tests are recorded.

W2 Emergency procedures have not yet been fully developed.

Addressed. There is now an appropriate emergency plan in place.

W4 The procedures for dealing with abusive behaviour are not made clear to staff or students.

Partially addressed. The policy is widely available but written in language that is not accessible to lower-level students.

W7 Information on life in the UK is not systematically presented to students and does not appear in the student handbook.

Addressed. Information on life in the UK is presented on noticeboards and in the student handbook.

Legal and regulatory compliance

D1 PAT testing is not in place, Health & Safety posters are not displayed, and self-employment checks are not always carried out by the school.

Addressed. Annual PAT testing takes place and the Health and Safety poster is displayed. Only one teacher is currently self-employed and the school has made appropriate checks to satisfy legal compliance.

Points to be assessed at follow up inspection

Management

M5 New feedback forms have been developed but have yet to be fully tested.

Although end-of-course feedback forms have been produced the response rate is very low and the results are not effectively monitored or recorded.

Premises and resources

P2 It was not possible to assess heating, ventilation and extraneous noise in classrooms.

Classrooms have portable heaters and windows can be opened for ventilation. There is only minor interference from passing traffic.

P3 Use of the space for students to relax could not be assessed.

The school has made good use of the space available and students in the focus group commented that they appreciated the coffee station in the area between classrooms, as well as the opportunity to use the largest classroom during breaks and the lunch period.

Teaching and learning

The reduced level of teaching provision limited the assessment of T5, T8 and T9.

T5 The DoS and senior teacher have a good knowledge of the teaching team's areas of expertise and preferences, and teachers are matched accordingly.

T8 Procedures for managing continuous enrolment are in place but teachers need more guidance on integration.

T9 The DoS and senior teacher are available throughout the day to provide advice and guidance. Teachers at the focus meeting commented that they were very well supported in this area.

Welfare and student services

W6 Previous and current enrolments have come from students already living in Nottingham, so there was no information relevant to students arriving from outside the UK.

Information on transport from the point of entry to the school has now been added to the website.

W8 At the time of the inspection lessons were online and the students were already living in the area, so no provision was made for access to healthcare.

Two members of staff are first-aid trained and information is provided on how to register with a GP and other health-related issues.

Conclusions

Language Tuition Nottingham is well managed and provides sound language learning experiences for students. Significant work has been done on course design and implementation with the introduction of group lessons. The school has responded positively to the points to be addressed noted in the report from the first inspection.

The majority of the points to be addressed from the last full inspection have now been addressed.

Management and human resource systems are mostly appropriate and effective. However, although student feedback forms have been developed, effective systems are not yet in place to ensure they are completed and then monitored. Contracts are in place for all members of staff, and HR policies are appropriate and available to all members of staff. Job descriptions have been reviewed and include cover and emergency roles. The recruitment policy remains limited in scope but staff files are now complete. Information on the emergency contact's ability to speak English has been added to the registration form and the website has been updated to include clear and accurate information on costs.

Classrooms provide a suitable study environment and students have additional facilities for relaxation and the consumption of food.

The school has made significant progress in developing course outlines and effective procedures are in place to review course design on a regular basis. The teachers' handbook provides good guidance and the academic management team provide strong support for teachers. Observations of all teachers take place on a regular basis. Students' learning needs have been considered and course objectives are now clearly identified. Learning strategies form part of the syllabus and there are clear attempts to include the local environment as an opportunity to develop students' skills outside the classroom. Student progress is carefully monitored.

The safety and security of students is appropriate. Risk assessments are in place and regular checks of equipment are carried out. The emergency plan is now complete, however, procedures for dealing with abusive behaviour are not accessible to lower level students. Advice on aspects of life in the UK and healthcare is available to students through multiple sources.

All legal and regulatory compliance documentation is now complete.
