

Organisation name	Leeds Beckett University
Inspection date	10–11 December 2019

<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.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M18, W26 and Safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Leeds Beckett University in December 2019. 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 large English language teaching department of this university offers courses in academic English for adults (18+) and young people (17+) and for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic staff profile, course design, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Leeds Beckett University has around 30,000 students. Of the approximately 2800 staff, around 60 per cent hold academic posts. Since the previous inspection, the English language teaching group has combined with the university's modern foreign languages group to become the department of languages. The department continues to follow the university's academic procedures and regulations, but lies outside the school structure within which most of the university's provision is now organised.

The inspection lasted two days and was carried out by two inspectors. They interviewed the pro-vice chancellor for global engagement, the university secretary, the head of the department of languages, the ELT academic lead, the associate director of student services, the languages department course administrator, the pre-sessional course leader, the international foundation year course leader, the international student engagement officer, the health and safety advisor, the residence life manager, the international marketing manager, the external relations marketing manager, the people partner and the people's services assistant. Inspectors held a focus group meeting with students, and a focus group meeting with teachers. They observed all teachers timetabled to teach during the inspection. One inspector visited two student residences and interviewed two staff members from the agency providing homestay accommodation. Homestay accommodation is only offered to students in closed groups; as none were present during the inspection, no homes were visited.

## Address of main site/head office

English Language Teaching, Macaulay Hall, Headingley Campus, Leeds Beckett University, Leeds LS6 3QN.

## Description of sites visited

English language teaching takes place at the university's Headingley campus, situated about four miles from Leeds city centre. The campus is set in parkland and includes academic and administrative buildings, a building housing student services, the students' union and dining facilities. There is also a library, and indoor and outdoor sporting facilities. The majority of classrooms used for ELT are in Macaulay Hall, which is also where staff workrooms are located. The university's city centre campus is no longer used for ELT provision, but occasional use is made of the Carnegie Pavilion, which is also in Headingley.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

English language provision consists of three main strands. The largest programme is the International Foundation Year (IFY) in which students study English for academic purposes (EAP) as part of a broader curriculum over an academic year. The pre-sessional programme of EAP is offered for five, 10 and 20 weeks. Provision for closed groups of overseas English language teachers combines English language and professional development. The IFY accounts for approximately half of the provision, closed groups just over a third and pre-sessional students the remainder.

The university also runs postgraduate programmes in English language teaching which are not within the scope of the Accreditation Scheme.

## Management profile

The head of the department of languages reports to the pro-vice chancellor for global engagement. The academic lead for English language teaching is responsible for academic management of eligible courses and reports to the head of department. Each ELT course is led by a named staff member. The head of department has line management responsibility for all teachers, some of which she delegates to the ELT academic lead, and for the department's academic services manager. The academic services manager is responsible for the department's non-academic staff.

## Accommodation profile

The university owns, manages, and has arrangements for a specific quota of rooms in a number of student residences. In the two centrally located residences visited, students were accommodated in lockable ensuite rooms, organised in flats typically of five to seven rooms, with shared kitchens. Facilities included Wi-Fi, laundries, relaxation and study areas.

Homestay accommodation is offered to students in closed groups. An agency provides this on behalf of the university.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision reflects very clearly the university's goals and values. Very good use is made of feedback from staff and students to review and improve the provision. The management of staff and student administration arrangements are generally sound, while publicity is mainly appropriate. *Strategic and quality management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises and the campus's facilities provide staff and students with an excellent environment in which to work and study. Students benefit from very good learning resources. *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. Staff are highly qualified and have strong relevant expertise. Courses are very well designed and carefully reviewed. Academic management and the management of learners operate to the benefit of students. Teaching is good overall. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *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, pastoral care and information are well met. Students benefit from well-managed accommodation services. Leisure opportunities within the university are well publicised. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard overall. However, follow-up of absent students is not sufficiently robust, and there is no monitoring of students in private accommodation.

### 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.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M1 The university's overarching vision and values are very clearly specified. They are reflected well in the department of languages' mission and articulated fully by managers in relation to the ELT academic area.

M2 Senior managers are ambitious to increase the intake of international students across the university, and to expand ELT. While plans to target growth are well advanced, the future location and structure of ELT within the university is under review.

M4 Communication within the ELT area is very good. ELT management, teaching and support staff attend monthly minuted meetings, and communicate informally on a day-to-day basis. Teachers work together extensively to plan and review courses, while managers meet regularly both within the languages department and with senior university staff.

M5 Arrangements to gather and act on feedback from students are thorough and well conceived. Informal feedback gathered during tutorial sessions supplements effectively formal interim and end-of-course questionnaires. Students' views routinely influence how courses run and develop, while their participation in university-wide focus groups allows them to feed back on more general matters.

M6 A wide range of formal and informal measures ensures staff's views are collected and considered. These include two annual away days and exit questionnaires for those leaving the university, as well as the wider range of meetings to which staff contribute.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	Strength
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

M8 Human resources policies are comprehensive and widely disseminated. They include a good range of family-friendly policies which enhance statutory provision in areas such as adoption leave and flexible working.

M9 The job description for the designated safeguarding lead did not specifically refer to the role. An amended job description was put in place to rectify this omission immediately following the inspection, and this is no longer a point to be addressed.

M10 Staff recruitment processes are comprehensive and systematically implemented.

M12 Procedures for appraising staff are thorough and well established. Measures to deal with poor performance or conduct are detailed and carefully staged, with appropriate emphasis on supporting individuals to improve their work.

M13 Provision for the continuing professional development of staff in both generic and ELT-specific areas is highly effective. It includes regular updating for administrative staff on using computer-based systems, and generous support for academic staff to upgrade their qualifications.

<b>Student administration</b>	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.	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

M18 Emergency contact information that the university holds is not complete. Records do not specify whether the contact speaks English, or always make clear whether the contact is in the UK or elsewhere.

<b>Publicity</b>	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.	Not 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.	Not met

#### Comments

The main medium of publicity is the university website. It is supplemented by a printed brochure covering provision for international students, including ELT. There is also reference to ELT in printed undergraduate and postgraduate brochures.

M23 Terms and conditions in the international students' brochure are not written in accessible English.

M24 This criterion is met. However, while information on taught hours and maximum class sizes is mainly accurate it is sometimes difficult to follow, or inconsistent across the website.

M29 Both the website and brochures incorrectly refer to ELT courses, rather than the institution, being accredited by the British Council.

### Premises and resources

<b>Premises and facilities</b>	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.	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.	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 Premises are of a very high standard. Facilities for study and work are spacious and very well maintained. There are ample communal spaces for students and staff to relax.

P2 Classrooms are generously sized, quiet and well lit. Furniture is flexible and seating comfortable.

P4 There is a very good range of eating options on the campus, helpfully organised within a single easily accessible building. Food is appropriately priced, and there is free access to chilled water from coolers.

P6 All staff have desks in well-equipped, comfortable spacious workrooms. Space for storing staff's own materials and resources is ample. All staff have ready access to computers.

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, 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.	Strength

#### Comments

P7 Resources for students are excellent. A large dedicated ELT section in the university library has an extensive range of ELT classroom and reference works. They include multiple copies of coursebooks in current use for students to borrow.

P8 Teachers benefit from very good resources. There is an excellent range of reference materials on ELT methodology and theory in staff workrooms and the library. Laptops and technology such as digital video cameras are freely available for staff to borrow.

P9 Classrooms are equipped with a good range of regularly used well-maintained educational technology, including interactive digital projection facilities. Technical support is timely and highly effective.

P10 Facilities for independent study are excellent. The library's ELT resources, computers and well-designed study areas for individuals and groups are available to students 24 hours a day. All students have routine access to the university's online study platform.

P11 Guidance on using independent learning resources is very good. A specialist academic librarian with oversight for ELT provides a detailed induction to both ELT and university-wide academic support resources. Closed-group students receive additional guidance in using digital technologies. Library staff readily provide additional help to all.

P12 Arrangements to review and update teaching and learning resources form an integral and effective part of the academic course review process. Good use is made of input from teachers and students. The specialist librarian routinely consults staff over the deployment of the annual budget for the library's ELT resources.

## 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.	Met

#### Comments

T2 Teachers are highly qualified. All are TEFLQ. Most have at least masters' qualifications and some have or are working towards doctorates in areas relevant to their work.

T3 The teaching team has excellent expertise in EAP and areas specific to the needs of the university's ELT students. A number are involved in the department's non-eligible ELT teacher education, and some are external examiners for EAP in other universities.

<b>Academic management</b>	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

All criteria in this area are fully met.

<b>Course design and implementation</b>	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.	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

T11 Course design is rigorous, principled and very well articulated. Detailed course manuals for each course are provided for staff and students. The linguistic content of courses draws extensively on the Common European Framework of Reference for Languages.

T12 Arrangements to review the design of courses are thorough and firmly established. Formal reviews at the end of each course are recorded, and make effective use of feedback from students and staff. All courses are subject to detailed scrutiny through the university's comprehensive course validation processes.

T15 Training for students to study independently is highly effective. All students are advised on how to use the library's academic research tools. Each student has regular tutorials with their academic adviser which include guidance on independent learning

T16 A strong and effective focus on developing students' language skills outside the classroom through researching aspects of UK life is integral to courses. Students' projects require them to consult written source material, carry out field work in the locality or elsewhere and subsequently make presentations to their peers.

<b>Learner management</b>	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.	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.	Met

#### Comments

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All criteria in this area are fully met.

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### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	International Foundation Year

### Comments

The International Foundation Year was the only eligible programme running at the time of inspection.

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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.	Strength
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 showed a suitable understanding of the use of English generally and of structures and functions specific to EAP. They provided appropriate spoken and written models but paid very limited attention to developing students' pronunciation.

T24 Lessons related very clearly to developing students' proficiency in EAP. Topics were carefully selected to raise students' awareness of social issues. Plans often identified well where students had previously struggled and needed additional practice to consolidate their learning.

T25 Lessons were staged very logically and coherently. Warmers were highly relevant to planned learning aims. Lessons provided a well-judged balance of input and skills practice.

T26 Teachers deployed a very good range of techniques with confidence and skill. These routinely included, for example, elicitation, concept checking, nomination, recapping and personalisation.

T27 Digital projection facilities were used very effectively for the display of text, images and video. The paper-based materials teachers supplied to students were well conceived and presented. At times teachers made carefully considered and suitable reconfigurations to the pairs in which students worked.

T28 In some classes, teachers routinely praised students' speaking. They often monitored closely when students worked in pairs or small groups, and gave individuals useful feedback on what they said and wrote.

T29 Plans routinely included activities to evaluate students' grasp of aspects of the lesson. Most lessons or lesson sequences explicitly led to assessments that required students to put what they had learnt into practice. At times lessons made good use of peer assessment.

T30 Teachers were positive, approachable and authoritative. They consistently ensured students worked with focus and engagement in whole class, pair and individual activities. When planning lessons, teachers skilfully anticipated potential pitfalls, and devised entirely appropriate strategies for dealing with them.

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### Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from good to satisfactory with the majority being good. Teachers had a suitable understanding of the use of English. Lessons were staged well and aimed very clearly at developing students' proficiency in EAP. Topics were carefully selected and warmers highly relevant. Teachers deployed a good range of techniques with confidence and skill. They used digital projection facilities very effectively. They monitored students, gave them useful feedback, and set activities to evaluate their learning. Teachers were positive and approachable, ensuring students worked with focus and engagement.

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## 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.	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.	Met
<b>Comments</b>	
<p>W1 Comprehensive and effective systems are in place to ensure the safety and security of students on site. These include appropriate and regular fire safety measures, CCTV coverage, and security staff who are on 24-hour duty.</p> <p>W3 There is good provision for pastoral care at both department and university level. Students have an individual academic advisor, whose role has a welfare dimension; under 18s have weekly meetings with a designated member of staff; and students can be referred to or themselves seek advice at the student advice hub. There is a multifaith space on the campus.</p> <p>W4 Policies are detailed and appropriate, but the university is currently reviewing them to ensure that they are consistently accessible to all students.</p> <p>W6 Helpfully detailed information on travel to Leeds is provided in the international student guide. The university also offers a meet and greet service.</p> <p>W7 Wide-ranging information and advice is available through the welcome website, the induction given by academic advisors, and the student hub. Under 18s are also given a leaflet on safety and supervision.</p>	
<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.	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.	Met
<b>Comments</b>	
W9 The residences visited were conveniently located, well maintained and had very good facilities, including Wi-Fi and study areas.	
<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 criteria in this area 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

All applicable criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
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.	Met
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 There are well established systems (induction/orientation week, website, handbooks) for informing students about events and activities across the university; and the international student engagement officer runs an international social network.

W26 Risk assessments do not include explicit guidance on how to respond in situations where students are at risk.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Not met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Not met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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

At the time of the inspection, there were three students on the IFY who were under the age of 18; typically, there are no more than ten.

S1 The university-wide safeguarding policy does not make provision for delayed DBS checks. The job description for the designated safeguarding lead does not make reference to this responsibility. Both these omissions were corrected after the inspection, and these are no longer points to be addressed.

S2 There is good provision for training related to different levels of safeguarding responsibility, but training had not always been provided prior to individuals taking on responsibilities.

S5 The current system for notification of student absences does not provide for follow-up of under 18s within 30 minutes.

S7 As at the last inspection, students under 18 are not required to stay in student residences, but there is no formal monitoring of private accommodation. There was no evidence that specific additional safety and supervision arrangements referred to in the university's Action Plan of 2016 (accommodation must be secure, agreed curfew for students in university accommodation) had been implemented.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2015
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	MA in ELT; Postgraduate Certificate in ELT
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### State sector

Type of institution	University
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

	At inspection	In peak week: October (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	65	82
Full-time ELT (15+ hours per week) aged 16–17 years	3	2

Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>68</b>	<b>84</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	17	17
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	8 months (academic year)	8 months or 10 weeks
Adult programmes: predominant nationalities	Bahraini, Kuwaiti, Cypriot, Portuguese	Bahraini, Kuwaiti, Cypriot, Portuguese

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

#### **Academic manager qualifications profile**

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

#### **Comments**

The academic manager was not scheduled to teach during the week of inspection.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	5
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
<b>Total</b>	<b>5</b>

#### **Comments**

None.

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
<b>Types of accommodation</b>	<b>Adults</b>	<b>Under 18s</b>
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a

Home tuition	N/a	N/a
Residential	14	1
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	1
Staying in privately rented rooms/flats	51	1
Overall totals adults/under 18s	65	3
Overall total adults + under 18s	68	