

Organisation name	The University of Leeds Language Centre
Inspection date	16–19 July 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.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S3, S4 and S6 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited The University of Leeds Language Centre in July 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 large English language teaching department of this university offers courses in general, academic and professional English for adults (16+) and for closed groups of adults (18+) and vacation courses for adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, learning resources, academic management, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The University of Leeds, with approximately 32,000 undergraduate and postgraduate students, including around 7,000 EU/international students, is one of the larger UK universities. English language programmes are offered by the Language Centre (LC), which forms part of the School of Languages, Cultures and Societies. The LC also offers a comprehensive in-session English language programme during term-time but this was not in operation during the inspection period. The LC had 56 permanent members of teaching staff during the inspection period, although not all of them were teaching during that period, and employs large numbers of fractional staff during their busy summer period. At the time of inspection, there were 39 additional short-term staff. Some of the permanent in-session staff are seconded for up to four days per week into particular departments to develop a highly embedded English language programme. This is a model that the centre hopes to develop further. During the year the LC also provides staffing and language programmes for the university's operation in collaboration with a university in Chengdu, China.

The inspectors had meetings with the executive director, the director of student education, the academic lead for student opportunity and engagement, the language centre deputy director, the deputy director of student education, the director of scholarship, the language centre admissions and progressions officer, the language centre administrator, the student education service manager, the senior marketing executive, the language zone manager, the faculty human resources officer, the senior residences manager, the homestay co-ordinator for Unipol, the pastoral support officer, a students' union officer and four activity leaders. Four teacher focus groups and four student focus groups were held. One inspector visited two residences and two homestays.

The inspection lasted four days. A third inspector was involved for three days and all teachers were observed.

## Address of main site/head office

The Language Centre, The University of Leeds, Parkinson Building, Woodhouse Lane, Leeds LS2 9JT.

## Description of sites visited

The university occupies a campus within easy reach of the city centre. The LC, comprising the reception and administration offices, a self-access language centre named the Language Zone (LZ), some classrooms and staff offices, is located on the second and third floors of the Parkinson Building. The Brotherton Library, one of the university libraries, a café, and a student relaxation area which is also used for events and exhibitions, are on the ground floor of this building. During the year, including throughout the summer, LC classes are timetabled in university buildings across the campus. The LC is about to undergo significant refurbishment in the coming academic year.

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

The LC offers courses in General English and English for Academic Purposes, both pre-session and in-session; it also contributes to an International Foundation Year programme. In summer, the bulk of the provision is in English for Academic Purposes for both undergraduate and postgraduate students but a small general English provision continues. During the first half of the summer programme, postgraduate students (who form the largest cohort of students) are divided into three streams of Science, Humanities, Arts and Social Sciences and Business. The second half of the summer programme sees a new intake of students who join the cohort and the three streams are further divided into ten specialist strands providing a programme of English for specific academic purposes.

## Accommodation profile

LC students arriving in July and August are accommodated in one of two student residences within easy walking distance of the university and Leeds city centre. During term time students can choose to stay in university

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residences or homestays, organised through Unipol, an external student homes charity, in partnership with the university. Homestays are all on direct bus routes and within thirty minutes travelling time of the university.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The LC has a strong and effective leadership team that is clear about its role and its ambitions within the university. Communications are very good, both within the centre and with other departments across the university. Quality assurance mechanisms are robust. Staff are well supported and have good opportunities for development. Administrative procedures are efficient and effective. Publicity is, on the whole, clear and accurate. *Strategic and quality management* and *Staff management* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The LC premises are adequate and are about to undergo refurbishment. Students benefit from extensive university facilities particularly in terms of food and relaxation spaces. Learning resources are excellent both within the LC and across the university. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a good academic and professional profile. Teachers are well qualified and experienced and are provided with good support and guidance. Course design is exemplary, in particular in the area of English for specific academic purposes. Learning is well supported. The teaching observed met the requirements of the Scheme and on the whole, was of a high standard. *Academic management*, *Course design*, *Learner management* and *Teaching* are areas of strength.

### Welfare and student services

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

### Safeguarding under 18s

Overall the provision meets the section standard. Under 18 students are carefully monitored during classes and excursions, and designated staff have weekly pastoral meetings with them. However, parental consent forms do not give any details of the limits of care and supervision, suitability to work with under 18s is not requested in references and there are no arrangements in place for the supervision and safety of students outside the scheduled programme. There is a need for improvement in *Safeguarding under 18s*.

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## 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.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
<b>Comments</b>	
<p>M3 There is a very clear management structure in the LC headed by the executive director who took on this new role shortly after the last inspection. She has developed a robust and clear leadership team who share the line management of a strong cohort of staff and, together with her senior team, works closely with all faculties of the university to ensure that the LC fully addresses the needs of the students and the subject specialists. The LC is represented on a number of senior committees in the university.</p> <p>M4 Both formal and informal channels of communication are effective. Staff reported that they feel well informed about the strategic and operational plans of the LC and the university and they are made aware of the goals and ambitions of the organisation. There are regular and purposeful meetings and clear lines of communication within courses, within the language centre and across the university into other faculties. Temporary staff also commented that they felt well informed and included in the centre.</p> <p>M5 A variety of mechanisms is used to collect student feedback. Early, mid and end-of-course feedback is sought and course leaders respond to issues by posting actions on the virtual learning environment. These are also captured in an annual review document that informs course development and that is presented at the school student learning and education committee. A staff-student forum is also held each term and evidence was seen of comments being actioned and reported back to students.</p> <p>M7 The LC adheres to the robust and comprehensive quality assurance processes of the university. This includes module and programme review and external examiner feedback, all of which feed into improvement planning and self evaluation.</p>	

<b>Staff management and development</b>	<b>Area of strength</b>
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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

<b>Comments</b>	
<p>M10 The university has comprehensive recruitment and selection procedures that are managed within each faculty by a human resources officer. However, a specific human resources responsibility has been created within the job description of the LC administrator to manage and implement recruitment procedures in the LC, especially given the large number of appointments generated by the significant student numbers in the summer period. The post-holder liaises closely with the faculty human resources officer and with the central team and has undergone appropriate training.</p> <p>M11 All permanent staff have a comprehensive induction and complete a checklist of tasks. Summer school staff also have a week-long induction that covers aspects of working at a university as well as working within the LC.</p> <p>M12 All staff have a line manager who conducts the annual Staff Review and Development Scheme (SRDS). Staff reported that these reviews were useful, were conducted well and encouraged staff to identify their continuing professional development (CPD) needs. In addition, all staff have an Annual Academic Meeting (AAM) with the executive LC director, their line manager and either the director of student education or director of scholarship to provide them with the opportunity to agree their academic workload for the year ahead.</p> <p>M13 The LC offers extensive CPD opportunities for its staff. Its strong commitment to this area is demonstrated by the creation of a post designated to developing scholarship amongst the staff in the centre. There is a generous time allocation in the workload of all permanent staff for this purpose and funding is available for staff to attend conferences. Support and encouragement is given to staff to present papers and to apply for funding bids. The LC plays an active role in EAP networks and hosts EAP conferences. In addition, there is a tutor forum every two weeks that focusses on developing classroom skills, as well as EAP scholarship. The university also offers a wide range of training and development opportunities for all staff and provides a mentor scheme.</p>	

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
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

M19 All students are given clear information about the LC attendance regulations and once registers have been filled in by class teachers, the monitoring process is efficiently managed by the administrative team to ensure consistency of approach and compliance.

<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.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main publicity materials are the website and brochures.

M23 The information about under 18s is rather complex.

M24 Information on the structure of the Academic English for Postgraduate Studies (AEPG) course in term four is unclear and the number of taught hours per week is not given.

### Premises and resources

<b>Premises and facilities</b>	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

P1 The LC is undergoing a refurbishment that will be completed in late 2019.

P3 There is a wide variety of cafes, restaurants and food outlets available near to the LC and across the campus.

P6 Permanent staff occupy shared offices in the Parkinson and the nearby Ziff building. During the summer, additional staffrooms are set up for staff in other buildings where teaching is taking place. In some staffrooms there was a lack of storage for personal possessions, and in one staffroom, a lack of printing and photocopy facilities.

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### **Comments**

P7 Students are given bespoke course booklets containing in-house materials that in many cases are specific to their target academic subject and are adapted into EAP materials. These and other materials are also available on the virtual learning environment.

P8 There is a wide range of teaching materials available for staff in the LC, in the university libraries and on the virtual learning environment. There are also detailed notes for teachers in the individual course booklets.

P9 All classrooms have data projectors and interactive whiteboards and technical staff are on hand to respond quickly to any technical issues in the classroom.

P10 The LC has a Language Zone (LZ) that provides a bespoke resource for independent learning. The LZ is an outpost of Leeds university library but has a separate budget that is managed by the learning centre administrator in liaison with the executive director of the LC. The LZ is a welcoming environment with an open reception area with six screens for satellite TV and electronic notices. There is a comfortable space where group work, conversation clubs and group activities take place and a private space for consultations and language advice. There are 35 PC stations, table space for students working on their own laptops and a collection of books, materials, magazines, graded readers and DVDs, including off-air recordings.

P11 Students are given a welcome video of the LZ as part of their induction. Some courses include an induction task that is designed to help students explore the LZ.

## **Teaching and learning**

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

### **Comments**

T2 Although generally well qualified, not all teachers on EAP courses were TEFLQ. Eleven rationales were presented; five were not accepted within the context of this inspection as they were not deemed to have sufficient EAP experience.

T3 Most teachers had a postgraduate qualification, some in the particular academic subject area that was the focus of the content. As most students were going onto postgraduate courses, this experience enabled staff to respond well to the academic needs of the students.

T4 The academic management team has a good academic and professional profile. Two rationales were presented and accepted in the context of this inspection. Both staff have considerable management and TEFL experience.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Strength
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	Met

absent teachers.	
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 Staff are well matched to EAP specific courses and are often allocated EAP classes that relate to their original degree subject areas.

T9 Teachers reported that they were very well supported by course leaders. There is an extensive induction process, prepared materials and teacher notes, weekly meetings and support with lesson planning.

T10 Effective arrangements for the monitoring of teachers was seen. New teachers are observed in the first week and feedback notes and meetings are comprehensive and helpful. Follow-up observations were seen for weaker teachers and further support was put in place. Course leaders also carry out 'buzz' observations; these are quick drop-in observations to get a snapshot of what is going on in the classroom. Common issues are noted and fed back to staff at weekly meetings.

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

#### Comments

T11 Course design is of a high standard. The underlying principles are that courses are intellectually stimulating and engaging and develop students' critical thinking abilities. Where possible, courses are designed to develop English skills for specific academic purposes and authentic texts and tasks are used in the classroom. There are clear descriptions of both the principles behind course design and course content itself for teachers.

T12 There is strong evidence of review and staff have developed good links with academic course leaders to ensure that students are well prepared for their target courses and that their needs are being met. Academic texts are provided by target courses and are constantly updated.

T13 Course outlines and objectives are provided in course booklets and on the virtual learning environment. Students are constantly required to critically question and analyse why they are doing certain tasks or focussing on specific language.

T14 The LZ runs supplementary sessions, quizzes and activities. During the summer social assistants, who are students at the university, run conversation clubs on a range of themes.

T15 The development of study and learning strategies is central to the ethos of all courses at the LC. Courses are designed around the future needs of the students in their target disciplines. At the end of the course students are given a 'next steps' document to help their transition into their studies and help them to identify areas they still need to work on.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength

### Comments

T17 Placement of students is principled. Postgraduate studies are grouped into subject specific areas according to their target academic course. Undergraduate students are placed together and have a placement test on arrival to group them according to level and General English students also have a placement test to ensure they are appropriately placed.

T18 There are individual consultations each week to enable students to discuss their progress. Written feedback to students is comprehensive and identifies areas in which students can improve their language. Training is provided on providing feedback to ensure that it is useful and consistently applied.

T22 Students have a wealth of information available to them and staff from target courses deliver lectures during the summer period to provide a useful transition into the first semester. PhD students who may be going on to a different institution are supported to make contact with their future university.

### Classroom observation record

Number of teachers seen	58
Number of observations	57
Parts of programme(s) observed	All programmes running at the time of inspection were observed.

### Comments

One teacher was only delivering on a lecture programme during the inspection period and was not observed.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
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 displayed a wealth of knowledge and experience in teaching English for academic purposes. Clear models were provided and the best teachers transitioned seamlessly between a focus on content and language. Good linguistic information was provided on the whiteboard when new vocabulary items were introduced. However, there was limited focus on pronunciation and stress marking and in weaker classes, a failure to explore the precise meaning of terms.

T24 Lessons were very content focussed and needs based and there was a strong awareness of differences in the cultural background of the students. Course objectives were highly focussed on the target needs of the students and this was demonstrated in the materials and in the tasks that the students were being asked to undertake.

T25 Learning outcomes were very relevant and most students seemed clear as to why they were undertaking particular activities or tasks. However, in some classes activities were not brought to a clear conclusion and some students reported that they were left confused as to the aims and objectives of the task.

T26 A good variety of teaching techniques was seen, in particular elicitation, critical questioning and concept checking. There was much positive reinforcement and good referencing to previous sessions.

T27 Teachers managed their classes and the resources in the classroom well. In particular there was good use made of personal computers and of classroom technology. There were varied patterns of interaction but in some classes there was poor management of pair and group work and a tendency towards a teacher-centred approach.

T28 There was excellent monitoring and individual feedback seen and some good feed-forward activities in preparation for future tasks. Written feedback was, on the whole, detailed and useful.

T29 Most teachers were checking learning but in some classes there was less checking of whether students could actually use the language in other wider contexts.

T30 On the whole, the lessons were very dynamic and intellectually challenging. Students were very engaged and the atmosphere was positive and stimulating.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being good or very good. Teachers displayed a good knowledge and awareness of linguistic systems and on the whole provided good models of English. Learning outcomes were clear and appropriate to the students' needs. Teachers displayed a good variety of teaching techniques and on the whole managed their classes well. In some classes better management of pair and group work was needed and a less teacher-centred approach. Lessons were generally intellectually challenging and engaging.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 There are impressive levels of safety and security throughout the campus. The security service operates 24 hours a day, seven days a week, CCTV cameras monitor all areas and the university has its own police officer located on campus. Fire drills take place regularly and buildings' risk assessments are thorough and up to date.

W2 A major incident and evacuation procedure is in place and evacuation procedures are explained to students at induction. Clear arrangements to locate and contact students on excursions are written into risk assessments and known by social staff and students.

W3 The pastoral support officer is very visible and takes a proactive approach to providing support for international students. Students in the focus group were well aware of who they would contact with any problems. There is an array of additional student support services on campus; students are given details of these and encouraged to use them. Specific pastoral tutorials are arranged for all under-18 students and attendance is mandatory.

W6 Students receive comprehensive pre-arrival information setting out different options, with associated costs, of getting to the university from any UK point of entry. A meet-and-greet service from local airports operates at the start of the academic terms.

W7 The 'Your Arrival' booklet contains comprehensive information about all aspects of life in the UK relevant to newly arriving international students. Students receive further information and a quiz at induction.

W8 The healthcare section of the 'Your Arrival' booklet gives clear information of how to access healthcare and what to do in any emergency. The Leeds Student Medical Practice is located close to the university and students are encouraged to register with this service.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W9 Residential accommodation and homestays visited were all of an impressively high standard. Homestays provide a warm and welcoming environment for students. Residential accommodation provides either ensuite bedrooms or shared bathroom facilities.

W11 All accommodation is inspected termly or yearly and good records of checks were seen. The university accommodation service is the only UK university accommodation service to have ISO9001, an external quality management accreditation.

W12 Students receive very clear, accurate and detailed information about their accommodation prior to arrival. Information about homestay accommodation includes photographs and information about the host 'family' and the local area. Homestay hosts and students are encouraged to be in contact before the student's arrival.

W14 Homestay accommodation is provided for the university by Unipol. The Unipol code provides clear and comprehensive details of all terms and condition. Hosts visited spoke very highly of the clarity and efficiency of the organisation and hosting arrangements.

#### *Accommodation: homestay only*

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

#### Comments

All criteria in this area are fully met.

#### *Accommodation: other*

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 Unipol is a student housing charity dedicated to helping students find the best accommodation. It provides comprehensive information and advice about renting privately.

W22 All accommodation organised through Unipol is monitored. All providers must sign up to a code of practice and payment arrangements are made very clear.

#### Leisure opportunities

	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

## Comments

W23 A dedicated member of the LC staff works very closely with Student Union staff to promote social, cultural and leisure opportunities and to encourage students to participate and get the most out of their time in Leeds. Real efforts are made to facilitate international students' integration into life at the university, and to find ways of bringing local students and international students together in shared activities.

W24 A very diverse leisure programme is offered, catering to all tastes. Student feedback informs the future direction and development of the programme. Activities range from conversation cafes, book nights and developing presentation skills, to excursions, volunteering and sporting activities.

W25 Excursions and social activities are well prepared and run by a team of social assistants. The leisure programme is well resourced and seen as an important part of the international student experience. Students in the focus groups spoke very highly of the activities they had participated in and all were keen to get involved in what was on offer.

W26 Risk assessments are in place for all activities. LC staff work with social assistants to draw up a risk assessment before each activity, and these are updated immediately after the activity. Feedback on all activities is taken, both to assess the quality of the risk assessment and to inform future planning.

## Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	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.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

At the time of the inspection three under-18 students were enrolled. Ten under-18 students had been enrolled in the previous academic year.

S3 Parental consent forms are in place, Parents/guardians must sign to say they are aware that their child is coming to study in an adult environment. However, no examples of the limits of care and supervision are given. There is no information about travelling alone at night after evening activities, for example, or about unsupervised time.

S4 It is not university policy to specifically request references asking about a candidate's suitability to work with under 18s.

S5 Very good arrangements are in place to ensure the supervision and safety of under-18 students during scheduled lessons and activities. They have mandatory weekly tutorials with one of two named members of staff and are highlighted in all registers to teachers and to social assistants. Absences are followed up within half an hour and teachers in focus groups knew the procedure, even though most of them never work with under 18s.

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

## Declaration of legal and regulatory compliance

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

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

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying

with all applicable laws and regulations.

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

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

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

### Comments

D1 The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	2002
Last full inspection	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	N/a
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	BALEAP

### Premises profile

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

### Student profile

	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	730	2000
Full-time ELT (15+ hours per week) aged 16–17 years	3	5
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>733</b>	<b>2005</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	16	16
Adult programmes: typical age range	21–25	21–25
Adult programmes: typical length of stay	10 weeks	10 weeks
Adult programmes: predominant nationalities	Chinese, Japanese	Chinese, Japanese

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	58	117
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	All	
Number of academic managers for eligible ELT courses	8 Programme Leads/Co-Leads plus 6 academic centre managers	18 Programme Leads/Co-Leads plus 6 academic centre managers
Number of management (non-academic) and administrative staff working on eligible ELT courses	3 members of management (non-academic) + 22 administrative staff	
Total number of support staff	12 Social Assistant (including 2 leaders)	

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

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification	12
Academic managers without TEFLQ qualification or three years relevant experience	2
<b>Total</b>	<b>14</b>
<b>Comments</b>	
Neither of the academic managers has a scheduled teaching role.	

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	35
TEFLI qualification	23
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	11
<b>Total</b>	<b>58</b>
<b>Comments</b>	
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	0	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	405	3
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	N/a
Staying in privately rented rooms/flats	325	N/a
<b>Overall totals adults/under 18s</b>	<b>730</b>	<b>3</b>
<b>Overall total adults + under 18s</b>	<b>733</b>	

