

Organisation name	Plymouth Marjon University
Inspection date	1–2 October 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.	N/a

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W11 and W26 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Plymouth Marjon University in October 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 university offers courses in professional English for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of premises and facilities and academic staff profile.</p> <p>The inspection report noted a need for improvement in the areas of strategic and quality management, publicity, and course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Previously known as the University College of St Mark & St John, the university achieved full university status in 2013, and now trades under the name Plymouth Marjon University. The academic structure consists of three schools (Sport, Health and Wellbeing, and Arts, Humanities and Social Sciences), including a recently established business school, plus the institute of education and the teacher education partnership.

The university has no pre-sessional or in-sessional English-language provision, and closed-group junior naval officer training programmes for adults (18+) from Oman and Qatar currently constitute the only eligible provision. At the time of the last inspection, these courses were delivered by the Centre for International Language Teacher Education. Following the closure of the centre, responsibility for these programmes has passed to the school of arts and humanities, which provides specialist content and overall co-ordination. However, the English language teaching components within these programmes are outsourced to Open Doors International Language School (ODILS), Plymouth. ODILS is accredited by the British Council. All teaching takes place on university premises.

The memorandum of agreement between the university and ODILS contains a very clear description of the English components taught by ODILS and the specific responsibilities of ODILS teachers; details of teachers and the proposed ODILS programme manager also have to be submitted to the university for approval. However, ODILS has its own recruitment, induction and appraisal procedures.

The inspection took place over two days. The two inspectors held meetings with the vice chancellor, the executive dean, the director of the school of arts and humanities, the quality and standards manager, the senior lecturer in language sciences with academic oversight of English language provision, the ODILS academic director, the project leader for professional courses, an administrator within the school of arts and humanities, the campus services manager, the information hub assistant (homestay hosts), the inclusion co-ordinator, the director of estates and IT infrastructure, and the health, safety and security manager. The inspectors observed two of the four teachers teaching in the week of the inspection and focus group meetings were held with teachers and students. One inspector visited three homestays and university residential accommodation.

## Address of main site/head office

Derriford Road, Plymouth PL6 8BH

## Description of sites visited

The university campus is situated some five miles from Plymouth city centre, with public transport connections by bus. It is a single-campus university, and the premises are purpose-built. The campus comprises several buildings, some interconnected, housing teaching rooms, offices, the library and IT suites, a large sports centre with swimming pool, a chapel, food and drink outlets, and a series of student residences. External sports facilities include all-weather pitches and tennis courts. Recent developments include a student hub, which brings together professional services, a new student bar, and a cinema. All campus facilities are within comfortable walking distance.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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 university runs bespoke courses for junior naval officers from Oman (14 weeks) and Qatar (26 weeks). These courses include both English-language components and specialist content.

## Management profile

University reporting lines run from the executive dean of the university to the director of the school of arts and humanities; and the latter in turn manages the project leader with direct responsibility for specialist content and the programmes as a whole and the senior lecturer in linguistic sciences with academic oversight of the English language content of the programmes. Day-to-day management of the English language components is, however, in the hands of the ODILS programme manager, who is supervised by the ODILS academic director.

## Accommodation profile

The university uses around 40 homestays to provide single room accommodation to Omani group students. However, only 14 of these homestays were able to offer accommodation between September and December 2019. Students in Qatari groups use halls of residence on the university campus.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values. However, academic oversight of closed group courses has been insufficiently rigorous, and there are some inaccuracies in publicity. There is a need for improvement in *Strategic and quality management* and *Publicity*.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a convenient and very professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students, and guidance is provided as needed for students and staff. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very strong professional profile (qualifications and experience) which is appropriate to the context, and teachers receive sufficient guidance to ensure that they support students effectively in their learning. Careful thought has gone into course design, but there is a need for more systematic review to ensure that courses continue to meet students' needs. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength. There is a need for improvement in *Course design*.

### Welfare and student services

The provision meets the section standard. The university meets the needs of students for safety and security, pastoral care and information. The accommodation is of a reasonable standard, although some systems are in need of improvement. The leisure and sports programme offered as part of the provision is well managed and led by well qualified staff with relevant military experience.

### Safeguarding under 18s

No students under the age of 18 are accepted.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Need for improvement
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.	Not met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and	Not met

recorded.	
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.	Not met

#### Comments

M1 The university's goals and values derive from wide-ranging staff consultation, and evidence was seen that they are clearly disseminated, understood, and agreed.

M4 Records of communication and decisions concerning the eligible courses were either not easily accessible or unavailable. Most contact between staff involved in the courses is conducted by email. Meetings, including those with ODILS staff, are not routinely minuted.

M5 No recent end-of-course student feedback was available on courses or homestay accommodation.

M7 Although courses which are not credit bearing are reviewed, they are not subject to the same rigorous annual quality assurance processes as credit-bearing courses. Course reports were seen for the most recent courses, but these did not contain summaries of end-of-course student feedback (see M5) or detailed recommendations for action.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Not met

#### Comments

M12 Sampling of appraisal (i-Review) documents indicated that some university staff have not been appraised on an annual basis.

M13 The university provides continuing professional development (CPD) opportunities relevant to the roles of university staff, and ODILS has its own internal CPD procedures related to its core provision; however, neither organisation currently offers CPD specifically related to the closed-group courses.

<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.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

M16 There are very efficient systems for enrolling all students and completing the student records spreadsheet in advance of their arrival.

<b>Publicity</b>	<b>Need for improvement</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### **Comments**

The university currently only offers courses for closed specialised groups. The information provided on the website is therefore intended to be primarily generic in nature. In addition to the website, the inspectors examined the comprehensive course proposals submitted as tender documents to sponsors. These include costs and detailed information on English language components.

M27 The information on the website on the accommodation available is incomplete and potentially misleading. There is no reference to the availability of university halls of residence, and homestay hosts are described as 'families' without any reference to the range of household types actually used.

M28 The description on the website of tutors as 'highly qualified' was not accurate for all English language teachers at the time of the inspection. Information on tutors supporting other components of the course is out of date.

M29 The Accreditation Scheme marque used on course certificates is out of date, and certificates list content not covered by accreditation.

#### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	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 All areas are in a very good state of maintenance, cleanliness and decoration, providing a convenient and comfortable environment for students and staff.

P2 Classrooms and other learning areas provide a very good environment for study, being modern, spacious, well lit, and appropriately furnished.

P3 The campus has very good facilities for relaxation and the consumption of food, both internal and external.

<b>Learning resources</b>	<b>Met</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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P9 Technological resources are very good, and in-house support and training are readily available.  
P10 Extensive library resources are complemented by a good range of appropriately organised online materials which are course specific.

## Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

### Comments

T2 The majority of the teachers are well qualified. Three of the four members of the team are TEFLQ.  
T3 The team has a good range of relevant experience, knowledge and skills. Three teachers have taught on the same or very similar courses previously, and one is an IELTS examiner.  
T4 Both academic managers, one based in the university and the other in ODILS, are TEFLQ and have broad experience of English language teaching and academic management.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

### Comments

T10 The university acknowledges its responsibility for the observation and monitoring of teachers' performance, but observations had not been carried out for all the English teachers who had taught on courses in the last academic year.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met

### Comments

T12 There is a need for more wide-ranging course review processes. At present, these focus narrowly on the evaluation of individual student progress.

T13 Course tender documents contain admirably clear and well developed descriptions of course structure, content, and intended learning outcomes, but no version of these is made available to course participants.

T16 There is no planned focus on helping students to benefit linguistically from their stay in the UK.

<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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

### Comments

T21 Detailed individual reports are sent to sponsors; students receive a course certificate.

### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	IELTS-type language classes

### Comments

Other English language components (general English, maritime English, presentations) were scheduled outside the inspection days, and two of the four teachers teaching on the course (one of whom was the ODILS academic director) were not observed for this reason. In order to sample the range of course content, one of the two teachers was observed three times.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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.	Met

### Comments

T23 Teachers modelled spoken and written English appropriately and demonstrated a good knowledge of language

systems. Explanations were clear, examples helpful, and support for pronunciation was provided through syllable stress marking and the use of phonemic script.

T24 Lesson content was clearly relevant to course objectives and student needs. Planned pronunciation practice focused on predictable problems of Arabic speakers.

T25 Although lesson plans provided for a coherent and varied series of activities, learning outcomes were typically formulated as lesson activities.

T26 A range of appropriate teaching techniques was seen across lessons. Concept checks were used well, but in some segments the pace of activity was rather slow.

T27 Classroom technology and learning resources, including teachers' own materials, were used effectively; however, in one of the two classrooms used, tables were set out in long rows, and this militated against easy student movement and classroom dynamics.

T28 Teachers gave constructive general feedback on tasks and some individual linguistic feedback during specific activities. They also prompted self-correction on occasion.

T29 Lesson plans incorporated activities designed to monitor learning on a micro or stage-by-stage basis, but planned evaluation did not always reflect broader intended learning outcomes.

T30 Teachers interacted well with students on an individual level, showing an interest in them and their culture, and students were engaged. Pairwork and groupwork were incorporated, but in the lessons observed there were few opportunities for extended student output. In some segments, teacher talk was excessive.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers provided good models and support for learning and demonstrated sound knowledge of language systems. Planning took careful account of course objectives, learners' needs and predictable difficulties, although outcomes were typically formulated as activities. Teaching techniques and lesson activities were appropriate and varied, and classroom resources were used effectively. Activities were carefully monitored and feedback on tasks was constructive, with teachers interacting well with individual students.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Although there are a number of measures in place to ensure the safety and security of all students, no fire drills have taken place in the last eight months.

W3 Students receive a five-day induction and are allocated a personal development tutor, whose role includes pastoral care. They are made aware of and can access the excellent support services of the university that include counselling and pastoral care.

W7 Students receive up-to-date advice and information about relevant aspects of life in the UK through their detailed handbook and through their comprehensive induction.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W11 All homestay accommodation is inspected before being used and every two years thereafter. Although homestay Gas Safe certificates are inspected, fire risk assessments are not checked.

#### 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.	Not 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

W17 Some students were placed with others with the same first language due to a shortage of homestays available.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

#### Leisure opportunities

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.	Met
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.	Strength

#### Comments

W24 The trips included in programmes are appropriate for naval staff and include visits to military establishments. However, students had requested more opportunities to mix with students from outside their group, and the university was trying to arrange this.

W26 Although there is a generic risk assessment for group activities, there are no written risk assessments for specific activities and trips.

W27 The staff supporting trips and sporting activities are very well qualified, with relevant military experience.

#### 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	1992
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	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	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	N/a

**Student profile**

	At inspection	In peak week: February (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	19	29
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>19</b>	<b>29</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	19–21	18–22

Adult programmes: typical length of stay	14 weeks	24 weeks
Adult programmes: predominant nationalities	Omani	Qatari

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The two academic managers are the senior lecturer (Marjon), scheduled to teach 14 hours on other courses in the week of the inspection, and the academic director (ODILS), who teaches three hours per week on the Marjon course.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3
Comments	
The TEFLI teacher is teaching the vocabulary of maritime English, but using lesson plans and notes provided by the ODILS TEFLQ programme manager, who has experience of teaching this component.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	19	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0

Overall totals adults/under 18s	19	0
Overall total adults + under 18s	19	