

Organisation name	Nottingham Trent University
Inspection date	3–5 May 2022

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Nottingham Trent University in May 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

The Nottingham Institute of Languages and International Communication (NILIC), is part of the School of Arts and Humanities (SAH) at Nottingham Trent University. NILIC is a new department, designed to bring together all language programmes in the university. As such it includes the activities of the Nottingham Language Centre, which was inspected in 2017, as well as the University Language Programme (ULP), and TESOL degree programmes. The Head of NILIC is also new in post, having started in September 2021.

The inspection, which was conducted remotely, took the equivalent of two days and a part day over three days. Meetings were held with the Head of NILIC, the EAP manager, the ULP manager, the Dean (SAH), the pre-sessional (PEAP) course leader, the health and safety adviser, the head of school operations, the two subject administrators, the school learning and teaching and student development manager, the head of the learning and teaching support unit, the school marketing manager, the human resources (HR) business partner for SAH, the HR officer, the HR learning coordinator for SAH, the student accommodation adviser, and the head of student health and wellbeing. Focus groups were held with teachers and with students. A virtual tour of key parts of the campus was conducted. One inspector carried out a virtual visit to two halls of residence. Four of the five teachers timetabled during the inspection were observed.

Address of main site/head office

50 Shakespeare Street, Nottingham NG1 4FQ

Description of sites observed

NILIC is located in the DICe building on the large City campus centre. There is a reception area on the ground floor, with a computer facility and a selection of printed resources for student reference. The main administration office is also here, along with a computer teaching room and academic managers' offices. There are a number of teaching rooms on the first floor, which are often used, but not dedicated for NILIC. The university operates a central booking system for teaching rooms, which may be anywhere on the campus but within walking distance.

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 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

PEAP is offered with varying course lengths from six to 20 weeks. In-session provision provides bespoke input for students enrolled on mainstream university courses. The ULP offers classes in a range of languages, including English.

Management profile

The head of NILIC reports to the Dean of SAH. Two managers (EAP and ULP) report to him, as well as the administrative team for all NILIC programmes. Course, programme and subject leaders report to these two managers as appropriate. Although course, programme and subject leaders coordinate the work of both permanent and hourly-paid lecturers they do not have formal line-management responsibilities.

Accommodation profile

NTU has 15 of halls of residence in and around the city, most of which are managed via a partnership agreement with University Private Partnership (UPP). The university's accommodation service deals with bookings, allocates students and collects fees; the operational management of the halls is carried out by UPP.

Summer PEAP students are usually allocated to a large city hall of residence close to the campus and may choose to go on to another city residence at the beginning of their mainstream course or to find other accommodation. The university also offers homestay accommodation which currently consists of seven hosts but in recent years very few PEAP students have chosen this option. At the time of the inspection all PEAP students were studying remotely and not in Nottingham.

One of the inspectors conducted virtual tours of two halls of residence that are likely to be used by PEAP students in the future.

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, values, and publicity.

Premises and resources

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

Teaching and learning

The provision meets the section standard. The academic staff team in general has a professional profile appropriate to the context, although one academic manager does not have a TEFLQ qualification. Teachers receive sufficient guidance to ensure that they support students effectively in their learning, but formal observations are insufficiently frequent and not always carried out by a TEFLQ observer. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

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

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	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The organisation has clearly stated goals and values and managers spoke articulately about strategic plans and NILIC's role within them. There are clear plans and objectives which are made widely known, and the departmental structure is clarified through a staff gallery notice with photographs. The NILIC management structure is appropriate and there is sufficient staff capacity, supported by good technology. Communications are good, making use of a range of different channels, both formal and less formal; staff are well-informed and teachers in the focus group expressed appreciation of being kept in the picture. There is a clear cycle of continuous improvement drawing on information from staff and student feedback, both of which are regularly collected and acted upon.

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

Comments

There are established human resources (HR) systems to ensure that staff are well inducted, supported and monitored. The recruitment policy is clear, but staff files did not all contain the required references or copies of signed contracts. Professional development opportunities and procedures are very good and part of a general ethos of development and improvement.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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

All aspects of student administration are efficiently dealt with by an experienced team with the shared knowledge and skills to provide cover and navigate busier periods. Technology provides good support and information is easy for staff to retrieve. Student records do not contain information on whether the emergency contact speaks English. There are clear policies and procedures for dealing with attendance, complaints and student conduct.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

NILIC publicity forms part of the university website. It is clear, comprehensive and well presented, fully representative of what is available. An out-of-date version of the accreditation marque was in use and there was an inaccurate reference to accreditation; this was changed during the inspection and is no longer a point to be addressed.

Premises and resources

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

Comments

The premises are in a good state of repair, clean and well maintained. Available classrooms are suitably furnished and well equipped, with good natural light. Both staff and students have access to a wide range of food and drink, together with facilities for their consumption, and space for relaxation. Drinking water is available throughout the campus. Staff have appropriate facilities for work and storage, and there is ample space for meetings. Signage is clear and there are good facilities for the display of information throughout the premises.

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

Comments

A good range of learning and teaching resources, including bespoke materials and digital coursebooks is available, well organised and easy to access for teachers and students alike. Technology is well maintained and supported throughout the university, and students have access to a range of independent learning facilities, with induction, training and advice. Teachers have also received good levels of training in the use of technology and are well supported in this area by a dedicated learning and teaching team. Resources are included within annual course review.

Teaching and learning

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

Comments

All academic staff are appropriately qualified for the courses they teach, many have higher degrees and related specialisms, and there is a wide range of experience, knowledge and skills in the teaching team. The academic management team have strong professional profiles; one member is not TEFLQ. A rationale was provided for his deployment, but could not be accepted in the context of this inspection; he is a key member of the academic management team and deployed in all aspects of academic management, including observation. This was also a point to be addressed in the last inspection.

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

Comments

Most aspects of academic management are dealt with appropriately. There are good arrangements for cover, which were seen in action during the inspection. Levels of support for teachers are high, with personal development clearly prioritised and nurtured, through continuing professional development arrangements as well as observation systems within SAH. Observation of permanent staff takes place less than once a year. HPLs are observed annually and sometimes more than once if required. Observation is not always carried out by a TEFLQ member of staff.

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

Comments

The structure of courses is clear for both teachers and students and based on sound principles with a high level of bespoke provision to fit student needs. Courses are regularly reviewed and schemes of work provide an overview for students. Strong connections are made to skills for both study and university life in the UK.

Learner management	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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All aspects of learner management are effectively dealt with, and PEAP students benefit from regular tutorials which help them set learning objectives and direct them to independent study resources. The majority of students are planning to continue to UK university study and are well catered for in terms of information, support and advice.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	PEAP, inessional

Comments

There were originally five teachers on the observation programme but last-minute changes reduced this to four.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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 demonstrated sound knowledge and awareness, and dealt effectively with complex patterns of language in academic discourse. They provided appropriate models and gave clear explanations.
T24 Plans included student profiles and specific objectives relating to students' main course of study. Topics, materials and activities were highly relevant.
T25 Lesson objectives were clear, and had been shared with students, though in most plans were expressed as teaching aims rather than the student outcomes included in course outlines. Lessons were well staged.
T26 A good range of teaching techniques was confidently drawn upon, including some good eliciting, summarising, concept checking, prompting, and nominating.
T27 Classrooms were well managed and competent and confident use was made of online technology and tools. Teachers checked instructions carefully and set up activities clearly.

T28 Teachers provided appropriate praise and encouragement and demonstrated a good range of techniques for feedback, including reformulation and delayed error correction.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were generally good levels of student engagement, and teachers paid attention to class dynamics to encourage even participation. There was a purposeful, positive learning atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers showed good awareness of linguistic systems and provided thorough and clearly staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a range of techniques with confidence and resources were used to good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

Welfare and student services

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

Comments

The safety and security of students is an organisational priority and well met through a number of mechanisms including detailed risk assessments of premises and halls of residences, fire prevention measures, the 24/7 presence of security staff and comprehensive emergency plans. Excellent pastoral care is provided by NILIC staff and the wider university support services that students can access on campus or through the student hub. Comprehensive and useful information is given to students about life in Nottingham through inductions, student handbooks and the student hub.

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.	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

Accommodation is well managed by the university's student accommodation services and its partner UPP who look after much of the residential accommodation. The residential accommodation provided is generally of a good standard and any problems are normally followed up and resolved in a timely manner.

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 subsection 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

Both criteria are fully met.

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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

NILIC staff ensure that their students are made aware through the student hub about social, cultural and sports activities that take place in the university and wider afield. Students can choose from around 170 student union clubs and participate in Global Lounges, dedicated social spaces open to all NTU students, where they can relax, socialise and make friends. A small number of trips are organised by NILIC which are appropriately staffed and have suitable risk assessments.

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	2001
Last full inspection	November 2017
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	Courses in MA ELT, MA TESOL, BA TESOL, short courses in various foreign languages
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	N/a

Student profile

	At inspection	In peak week: July pre-session, October in-session (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	12	115
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	500	1000
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	512	1115
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	10 weeks (Pre-session)	10 weeks (Pre-session)
Adult programmes: predominant nationalities	Chinese, Indian, Vietnamese	Chinese, Indian, Vietnamese

Staff profile

At inspection	In peak week July/October (organisation's estimate)
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Total number of teachers on eligible ELT courses	12	18
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	12	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	

Both academic managers have a teaching commitment of between six and twelve hours weekly. During the inspection they were timetabled to teach three and six hours respectively. A rationale was provided for the academic manager without a TEFLQ qualification.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	11
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12
Comments	

There were 12 teachers timetabled in the week of the inspection; only five were teaching on eligible provision.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	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	250	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	12	0
Staying in privately rented rooms/flats	250	0
Overall totals adults/under 18s	512	0
Overall total adults + under 18s	512	