

Organisation name	Nottingham Trent University Language Centre
Inspection date	13–16 November 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Nottingham Trent University Language Centre in November 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this large university offers courses in general and academic English for adults (18+) and for closed groups of adults (18+).

Strengths were noted in the areas of quality assurance, premises and facilities, learning resources, course design, learner management, teaching, care of students, accommodation and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2001
Last full inspection	October 2013
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	Teacher training at certificate and diploma levels, MAs in ELT and TESOL
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Academic English course at Communications University of China, Beijing, (CUC) in support of joint Masters course located there

State sector

Type of institution	University academic department
Other accreditation/inspection	N/a

Premises profile

Address of main site	Nottingham Language Centre DICE Building Clarendon Street Nottingham NG1 5LT
Details of any additional sites in use at the time of the inspection	Nottingham Trent Clifton Campus Clifton Nottingham NG11 8NS
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The Nottingham Language Centre (NLC) is located in the DICE building on the large City campus of the university. The centre contains a reception area, a resources/self-access centre and the offices of the director, other senior staff, and administrators. There are also a number of teaching rooms, but since the university operates a central booking system these are not automatically available for language centre courses. The other buildings used for teaching on the City campus are all within easy walking distance. The Clifton campus, situated about four miles from the city centre, is only used for in-session classes supporting mainstream courses that are taught there. This campus is also compact. Buses run between the city centre and the Clifton campus.

Student profile

	At inspection	In peak week: October (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	25	30
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	11 PEAP	11 PEAP
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	In-session: 734 ULP: 87	In-session: 922 ULP: 87
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	832	1020

Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: actual minimum age	18	18
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	One year	One year
Adult programmes: predominant nationalities	PEAP: No predominance In-sessional: Chinese, Taiwanese	Chinese, Taiwanese (60% PEAP and In-sessional)
Number on PBS Tier 4 General student visas	8	8
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	22
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	6	
Number teaching ELT under 10 hours a week	11	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	University – very large number	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience	1
Total	3

Comments

One of the academic management team, although very experienced in EFL and its management and the holder of a Master's degree in a relevant subject, does not have a portfolio of five observations by a suitable person.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	16
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0

Teachers without appropriate ELT/TESOL qualification	0
Total	17

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Pre-sessional English for Academic Purposes (PEAP) is a full-time (21 hours per week) course intended for those wishing to progress to degree courses at Nottingham Trent University (NTU). Courses of varying length are offered (from six to 30 weeks). The majority of students attend ten-week and six-week courses in the summer.

All other students are part-time. A large majority of these are following undergraduate or postgraduate courses in the university and are on in-sessional support classes, usually for between one and three hours per week plus tutorials. EFL and business English classes (at three levels, from upper intermediate to very advanced) are also offered, alongside modern foreign languages (MFL), within the University Language Programme (ULP) (two hours per week for 23 weeks during university terms). ULP course are open to the general public, as well as to NTU students.

Members of NLC teach EAP to CUC students in China during the first year of their joint master's degree; these students then have in-sessional English support in Nottingham during the second year of their degree.

A number of free EFL classes are offered to students and members of the public taught by trainee teachers being taught within the NLC. Their status is made clear to potential participants.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	2 PEAP	0
Hotel/guesthouse	1 PEAP	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0

Staying in privately rented rooms/flats	8 PEAP	0
Overall totals adults/under 18s	11 PEAP	0
Overall total adults + under 18s	11 PEAP	

Introduction

Nottingham Trent University is a large university located in the centre of the city, with outlying campuses at Clifton and Brackenhurst.

EFL is provided through the Nottingham Language Centre (NLC), which is part of the School of Arts and Humanities within the College of Art, Architecture, Design and Humanities.

The director of the NLC is supported by a team of permanent lecturers and senior lecturers. Each of the three programme streams has a manager.

The inspection lasted three and a half days. The two inspectors had meetings with the director of the NLC, the EAP manager, the pre-sessional course director, the ULP manager, the subject co-ordinator for NLC, the programme subject co-ordinators, the university student accommodation services manager, the residences co-ordinator and the subject and support administrators for the language centre. Focus groups were held with teachers and with students. 17 of the 19 teachers timetabled during the inspection were observed; one was on sick leave and one compassionate leave. One inspector visited one homestay and two halls of residence and one inspector inspected facilities at the Clifton campus.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: there was no copyright information by one of the photocopiers used by teachers. This was remedied during the inspection.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear. Academic staff report through course leaders and section managers to the NLC's director. Administrative and learning resource centre staff report to a separate manager who is based in the Clifton campus but regularly visits the NLC.

M3 Job descriptions are full and detailed with both a person specification and a description of the job. The former contains competency requirements with their level but the presentation is somewhat confusing.

M4 There are departmental meetings and meetings of academic team leaders, as well as specific meetings for individual course types. In the case of the accredited courses these include mandatory examination and referral

boards.

M6 Unsigned and undated copies of staff qualification certificates are held by the university's HR department; hard copy versions of these, signed and dated, are kept within the NLC. References were not available for all staff employed since the previous inspection.

M7 There are full induction procedures for new staff, both academic and administrative, at central university and local levels. Administrative staff have bespoke timetabling and activities for their new roles. Most new academic staff are joining PEAP; they have a four-day induction for the ten-week course and three days for the six-week course.

M8 The existing Performance, Development and Contribution Review is in the process of being modified and renamed as Appraisals. In both systems, there is a review element towards the end of the academic year, followed by objective setting in the autumn. Under the new system, appraisals, which had previously only been carried out for longer-term hourly-paid lecturers (HPLs), will be made available for all HPLs.

M9 Academic staff are paid to attend external events organised by regional and national EAP organisations. There also three or four in-house development workshops a year. Targeted training is provided as required for administrative staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 There are three subject administrators, one for each programme stream, who report to a subject co-ordinator. They cover for each other in case of absence and provide assistance to colleagues when they are experiencing high workloads.

M11 Very clear information is made available to applicants for PEAP on the course and on how long they should attend it. Both internal and external ULP applicants are given a lot of information and are then tested and assessed by tutors.

M14 Attendance registers are completed in class electronically; automatic reports are generated. The attendance policy for PEAP is detailed and includes a sequence of escalating sanctions that may culminate in a referral to UKVI. The PEAP student handbook, while making it clear that 'poor' attendance will be sanctioned, does not indicate what the threshold for satisfactory attendance is. Attendance on the part-time ULP and IS classes is monitored carefully and there is also a sequence of message alerts generated here.

M15 There is a clear policy in the PEAP student handbook. Some of the language used is not transparent for some learners of English but there is a useful summary that is much clearer.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 An action plan had been developed after the previous inspection; all the points on it had been considered and very nearly all of them had been actioned.

M17 An annual review is drawn up for each course drawing on student, staff and external examiner feedback. It contains an action plan. The reviews and plans are looked at by staff from other departments acting as 'critical friends' during a scrutiny day.

M18 Initial feedback is collected from PEAP students; it is not appropriate to collect it from ULP and in-sessional students as they are already embedded within the university. Formative and summative feedback is collected on

PEAP and other course types. PEAP also has 'course committees' where staff meet student representatives to discuss any issues students wish to raise. The minutes of these meetings are circulated to the students. M19 PEAP summer staff are debriefed in end-of-summer feedback meetings. There is also an end-of-year meeting for ULP staff. All year-round staff participate in the biennial university-wide staff survey. M20 The complaints policy and procedures are included in the university's Quality Handbook. NLC provides links to the relevant pages. Some care has been taken to make the language it is couched in reasonably accessible. Action taken over the few complaints that had been received was documented.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity consists primarily of the NLC website, accessed from NTU's home page. There are also a number of printed flyers and entries in social media.

M23 Full descriptions of courses are given on the website and in print publicity.

M24 All the required information is easily found except for the maximum number of students on ULP courses.

M25 The required information is easily accessed, with the exception of the cost of the coursebooks used on two of the ULP modules.

M27 The centre publicity does not refer to a leisure programme. Although the centre does arrange occasional social events, it does not have its own leisure programme. Other parts of the university, such as the Student Union, do and they inform students.

M29 Two outdated versions of the Accreditation Scheme marque are used, albeit sparingly; their use is not misleading.

Management summary

The provision meets the section standard and exceeds it in some respects. Most aspects of management are rigorous and student administration is efficient and thorough. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 All premises visited were clean and in an excellent state of repair. On the City campus, the Newton building has been expertly renovated and the Clifton campus is modern and equally well designed.

R3 Classrooms were generally large, light and spacious, but in some cases computer rooms were used with large fixed central tables with computer workstations that were difficult to see over.

R4 There are large areas for student relaxation in all the buildings that are used for EFL classes and numerous outlets for good quality food at reasonable prices. In addition, there is a Global Lounge near the NLC created to provide a venue for international students to meet each other and British students; a free lunch is offered to all students every Thursday.

R6 Teaching staff occupy all five floors of a recently renovated Victorian house in a listed terrace close to the NLC. There are seven offices with from two to four workspaces in each and a kitchen/common room on the ground floor. Permanent staff and long-term HPLs have a workspace and computer each. Other HPLs hot desk.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 All of the materials for PEAP and the in-session classes and for four of the six ULP modules are produced in-house. They are of a very high quality, well presented and closely related to the needs of the students.

R8 In addition to the reference materials in the learning resource centre (LRC), teachers maintain their own collections of resources by their workspaces. They all have access to the extensive amounts of in-house material stored on a shared drive.

R9 There is extensive education technology available in classrooms and elsewhere; this was commented on favourably by students in their focus group. Teachers reported that IT services maintained the equipment well and dealt quickly with any service outages. The NLC has its own learning technologist who trains teachers in finding technological solutions to pedagogic problems; teachers were very appreciative of her work in this area.

R10 The large LRC has shelf space for EFL and MFL books and a large stock of EFL reference books, used partly on the NLC teacher training courses but also available to the EFL teachers in the centre. There are 20 workstations with computers and video playback facilities and a room opening off the LRC with a further 20 computer workstations that can be used by visitors when it is not booked out to a class. The reception counter is staffed all the time the LRC is open. The main university library is less than five minutes' walk away. It has extensive facilities and is open round the clock during term time.

R11 PEAP students are briefed on using the LRC at the beginning of their courses. Other students are given advice within their home departments. Students can receive individual help at its reception counter. Staff from the main library and for IT services visit to give specialist advice.

R12 Teaching and learning resources are reviewed as part of the general review process (see M19).

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The environment is conducive to teaching and learning, and learning resources are highly appropriate. *Premises and facilities* and *Learning resources* are areas of strength

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One teacher is TEFLI but is teaching EAP.

T3 The rationale for this teacher was accepted within the context of this inspection. The teacher is highly experienced and is currently enrolled on a diploma level course.

T4 The academic management team consists of the director of the NLC and two programme managers. All are highly experienced. The director and one of the programme managers are TEFLQ. The other programme manager has a Master's qualification in a relevant subject but did not produce evidence of five hours of systematic observation by a suitably qualified person.

T5 A rationale for the second programme manager was submitted and accepted in the context of this inspection. The manager is highly experienced as a teacher, manager and materials developer on EAP courses.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched to courses on the basis of availability and, if possible, preferred EAP specialism. On the PEAP summer courses, new teachers are paired with more experienced ones. New teachers are never initially assigned to in-session classes as these require both greater independence in shaping the course to the needs of students' subject area and, if possible, a background in the students' subject and an interest in the language of that subject.

T7 Rooms are centrally timetabled in the university. Those used for EFL classes are in a number of buildings on the city campus. A limited number of classes are held at a satellite campus.

T8 The academic managers cover for absent teachers on ULP and PEAP, if they are not themselves teaching. In-session classes, because they are specialised and closely linked to the specific needs of their students, are not easily taught by a cover teacher; if their regular teacher is absent, classes are postponed.

T10 Support for new teachers, most of them recruited to the summer PEAP courses, begins before their induction with readings on a padlet for EAP familiarisation. After induction, they are paired with more experienced teachers. Academic managers are available at the beginning of each day and there is a Friday meeting every week to review the current week and look forward to the next. Year-round teachers in the focus group said they were well supported by their academic managers and each other.

T11 University policy is that teachers should be observed every two years and that observation of HPLs is discretionary. Within the NLC, teachers are observed more often than the prescribed minimum and HPLs are usually observed annually. New teachers are observed in their first two weeks of teaching. Teachers who are not performing satisfactorily in the classroom are supported with help and advice; this is likely to include joint lesson planning.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design in all cases is principled; PEAP and the ULP course designs are subject to university validation procedures and are presented in such a way as to gain validation. The former is based on a needs analysis of the students' language and study skills requirements in their future courses; the latter are mapped to Council of Europe Framework Reference (CEFR) can-do statements. The in-session classes are specialised and are designed to

meet the needs of their students by the EAP teachers in conjunction with the relevant subject tutors.

T13 The PEAP and ULP courses are reviewed annually in a report that draws on student, teacher and external examiner feedback and on observations of the courses being taught. In-session course are reviewed, again in co-ordination with subject tutors, so as to correspond to evolving needs and to maintain levels of engagement and attendance.

T14 Outlines and intended learning outcomes can be accessed through schemes of work, in student handbooks and on the university's virtual learning environment (VLE).

T15 The whole purpose of the EAP courses is to enable students to benefit from their learning in their university courses and to continue to apply the language and skills they have acquired in an academic context. Independent learning is supported during the EAP course by frequent homework, advice about other means of independent study, and the use of the VLE.

T16 Students benefitting linguistically and academically from their future studies in the UK is central to the courses taught in the NLC. Other opportunities for developing language skills outside the classroom include language swaps (*Language in tandem*) and language cafes. These take place in or through the Global Lounge.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The length of course for PEAP applicants is determined by the difference between their level of ability at application and that required by their future subject department. ULP students take a placement test and are orally assessed before being allocated to a class. In-session students either self-select or are assigned to classes by their subject tutors.

T18 PEAP students have tutorials every one or two weeks and there are frequent formative tests. For ULP students taking the course for credit, there are regular assessments; these are optional for external students.

T19 Successful internal assessment on PEAP courses is critical for the students if they are to progress to their intended departments. A lot of work is done on the nature of these assessments and how to approach them.

T20 Assessment criteria are established early on and repeated frequently.

T21 Detailed reports are sent to receiving academic departments; these indicate if further support is likely to be necessary. ULP students receive a certificate of achievement after one course and can be awarded a university certificate or diploma in language learning after three.

T22 PEAP students are destined for NTU; in-session students are already studying there as are nearly all of the ULP students.

Classroom observation record

Number of teachers seen	17
Number of observations	19
Parts of programme(s) observed	PEAP, ULP, in-session classes, tutorials

Comments

Two in-session tutorials were observed; the tutors in these were also observed teaching regular classes.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers provided clear and appropriate models of language. Some teachers wrote up new vocabulary with helpful information such as parts of speech and word stress marking, but this was not evident in all classes.

T24 The content of lessons in nearly all observed segments was appropriate to the needs and cultural backgrounds of the students and to their current and future academic contexts. Class profiles in lesson plans showed a very good awareness of individual students and their needs. Lesson plans were very detailed and linked closely to the syllabus.

T25 Lesson objectives were generally clearly expressed on plans and often referred to. Most classes seen were well paced and logically staged, but in some cases teachers spoke artificially slowly with relatively high-level students.

T26 A wide range of techniques was seen with a variety of types of interaction; pair and group work were used frequently. There was good and frequent concept checking. In some classes observed there was too much talking by teachers with little room for student participation.

T27 There was competent use of technology by both teachers and students. A wide range of resources was available, including handouts, video clips and app-driven online quizzes. In most classes, there were very good professionally produced materials produced in-house.

T28 Self, peer and teacher correction were evident in classes; in tutorials, teachers took particular care to encourage self-correction. Teachers often exploited students' written work and presentations for whole class error correction to focus on common errors and areas for development. Feedback was always positive and encouraging but, in a few instances, excessively so.

T29 Teachers monitored carefully and checked back to and built on previous work. In stronger segments, there was a conscious focus on activities which allowed an evaluation of student learning. In a few other cases, there was a tendency to just work through the exercises.

T30 Students were very involved in nearly all cases; teachers were enthusiastic and highly engaged with students and aware of and involved in their academic concerns involving the use of English.

Classroom observation summary

The teaching observed met the requirements of the Scheme. A large majority of the segments observed were good or very good; in a few cases, the teaching was satisfactory. Teachers were keenly aware of and focused on the needs of their students and, through good planning and appropriate materials and techniques, were able to meet them.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed; there is particularly good linking of the classroom to the wider academic contexts of the university. The teaching observed easily met the requirements of the Scheme. *Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
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Comments

W1 There are impressive levels of safety and security throughout the university. Buildings are monitored by CCTV cameras, there is swipe-card access to all buildings and reception/security staff are on duty at all times. Security in halls of residence is a priority.

W2 Pastoral care is readily and widely available through the academic and support staff in the language centre, and through the various support services offered by the university. Pastoral care is a priority for the university and students are well taken care of. This was confirmed by students in the focus group. There is a mosque in the building that houses the language centre and every effort is made to cater for students of all faiths and none.

W3 A number of people are available to help students with any personal problems. They are named in the PEAP handbook. Students in the focus group knew who to approach with any problems and were confident that help would be available. On the other programmes (ULP and in-sessional), tutors are always available to help and to refer students on to one of the many sources of help and advice available in the university.

W4 There are detailed policies and clear procedures for dealing with abusive behaviour. The Student Code of Behaviour is expressed clearly and explicitly in the PEAP student handbook. In addition, explaining the code of behaviour, and discussing it, forms part of the student induction.

W5 The 24-hour security number is in the PEAP handbook, on the student card and widely displayed throughout the language centre.

W6 The International Student Support service (ISSS) offers good, clear and detailed pre-arrival and arrival advice on the university website in a downloadable International Students' Welcome Guide. The university can arrange free airport pick-ups for students arriving at Heathrow.

W7 Clear, useful and detailed advice is offered on every item listed in this criterion and is available to students in the comprehensive pre-arrival information provided by ISSS and in the PEAP handbook.

W8 There is a section dedicated to health in the PEAP student handbook and in the international guide, including very useful information on how to stay healthy. The university has two health centres and students are encouraged to register with one of them.

Accommodation profile

Comments on the accommodation seen by the inspectors

NTU has a number of halls of residence in and around the city which are managed via a partnership agreement with University Private Partnership (UPP). The 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 campus hall and may choose to go on to a smaller city campus hall at the beginning of their mainstream course, or to find other accommodation. The university also offers homestay accommodation but in recent years very few PEAP students have chosen homestay. Booking and student allocation for homestay is done by the residences co-ordinator and payment is made by the student directly to the provider. At the time of the inspection two PEAP students were in halls and the rest were in privately rented accommodation/guest houses. None were in homestay accommodation.

Two halls of residence and one homestay were visited.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Standard rooms are of a good size and are appropriately furnished and fitted. Students are advised to bring their own towels and bed linen but bedding packs can be purchased if required. Many of the rooms are ensuite. All rooms have Wi-Fi access. Both halls inspected were more than satisfactory in every way. The homestay provider visited is a well-established homestay host who has worked with the university for many years. The accommodation offered was of a very high standard.

W10 Halls are well managed by UPP who check, using a comprehensive audit system, that standards are constantly maintained. Monthly meetings take place between the university and UPP and any issues arising are dealt with quickly. There is a close working relationship between UPP and the university. Health and safety have high priority in all types of accommodation.

W13 Students are given clear and detailed information about the various types of accommodation available to them. The website provides video tours of the halls and details of location, what is offered, length of contract, and comparative costs. The short-term accommodation needs of summer pre-sessional students and students arriving in January are catered for, and shorter contracts are offered.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W23 A minimum of two first aid trained staff are in the halls at all times. The university health centres provide a GP service, and all students are strongly advised to register with a GP. University-appointed residence assistants check on the well-being of students in halls.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 Information about student access to social, cultural and sporting events and activities is available on the website pre-arrival, in booklets and fliers, on noticeboards and through the intranet social media and regular newsfeeds. Information covers the city and local areas as well as the many places to go and things to do provided

by various sections of the university.

W27 The NLC offers a small social programme during the academic year and in the summer, consisting of free trips to different cities/tourist attractions. Students are encouraged to take part in the many events offered by the university. The Global lounge is very well used by international students. It is open from 09.00–19.00 Monday to Friday and provides a comfortable place where international and home students can meet and relax. Free hot drinks are always available and a free lunch is offered on Thursdays. The Global Lounge also hosts the language café, aimed at bringing international and home students together to practise languages.

W28 The Language Centre carries out risk assessments before all trips and reviews them afterwards. First aid trained staff accompany all excursions and students are given maps, itineraries, emergency contact numbers and a register is taken.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students benefit from a high level of personal care; they have access to accommodation which is of a very high standard and is very well managed, and can enjoy a wide variety of leisure, social and sports opportunities. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.
