

Organisation name	QA Higher Education, London
Inspection date	24–26 October 2018

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W22, S1 and S6 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited QA Higher Education, London in October 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this private institute of higher education offers courses in academic English for adults (17+).</p> <p>Strengths were noted in the areas of staff management, premises and facilities, learning resources, academic staff profile, academic management, course design, and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The QA Group offers consultancy, apprenticeship programmes, and training and professional programmes in the areas of management, IT and business systems and skills. Since 2011, through its higher education (HE) department, it has also run academic programmes that are validated or franchised by UK universities.

The QA Business Schools (QABS) in London and Birmingham were initially accredited as branch campuses of the University of Ulster (UoU), and ran English for academic purposes (EAP) courses as part of this provision. Since 2014, however, both QABS schools have been accredited in their own right. In the years since then policy decisions have included the discontinuation of general English courses and the embedding of English language support within academic courses. In the last two years, however, the nature of the English language provision has stabilised: QAHE now offers only programmes in pre-sessional English (PSE) and the English for academic purposes (EAP) component of international foundation programmes (IFP) and these serve as preparation for academic programmes on campus in its partner universities. These English courses are designed, together with dedicated course materials, by QAHE's university partners, but taught by QAHE staff. Each course is quality assured by both the university concerned and QAHE.

In London, QAHE has premises at Rosebery Avenue (Holborn), and at Middlesex Street, near Liverpool Street station. At the time of the inspection, Rosebery Avenue was being used only for academic courses (on behalf of Ulster, Middlesex and Roehampton universities). Middlesex Street is the branch campus for Northumbria University. Pre-sessional English (PSE) courses were launched at this campus in summer 2016. In 2016, QAHE also established a pathway centre with Roehampton University, where it teaches PSE and the EAP components of IFP programmes. QAHE's head of English teaches on and personally oversees courses at the Northumbria University (London) campus; oversight of courses at the Roehampton University pathway centre is delegated to the campus manager, who is employed by QAHE. Courses at the two centres are normally taught by different groups of staff. However, in summer, or in the case of teacher absence, teachers who are normally based at the Northumbria (London) campus may be deployed at Roehampton.

QAHE also runs IFP courses at its pathway centre in Newcastle (for Northumbria University) and in Southampton (for Solent University), neither of which is accredited, and academic courses for its partner universities at its centres in Birmingham and Manchester. In total, QAHE currently has approximately 5,000 students, 75 per cent of whom are home students or from the EU.

The inspection took place over two and a half days. Two inspectors were present for two days and one inspector for the final half day. Meetings were held with the following: from QA HE, the executive dean, the head of partnership and propositions, the head of English, the academic programme manager, the head of quality assurance, the head of venues and the facilities co-ordinator, the campus manager for Northumbria University (London), the head of admissions, the head of marketing, the head of learning resources, the student support officer, the campus manager for the Roehampton University pathway centre, and the pathway campus administration officer; from the University of Northumbria (London), the head of student support and wellbeing, and the student engagement co-ordinator; and from the University of Roehampton, the head of UK partnerships, the quality manager for collaborative provision, the head of wellbeing, a member of the welfare team, the head of health and safety, and the head of accommodation services. Focus group meetings were held with students and teachers on both campuses, and observations were carried out of all teachers timetabled to teach during the days of inspection. One inspector visited one residence on the Roehampton campus.

Address of main site/head office

St James' House, 10 Rosebery Avenue, Holborn, London EC1R 4TF

Description of sites visited

Two sites were visited: Northumbria University (London) (110 Middlesex Street, London E1 7HT) and Roehampton University (Roehampton Lane, London SW15 5PU).

The QAHE premises at Middlesex Street consist of four floors (lower ground, ground, first and fourth) of a six-storey multi-tenanted modern building near Liverpool Street station. There is a dedicated reception area on the ground floor, together with an open-plan staff office and a social space with computers and a glassed-off study area. The lower ground floor houses a further social space. The 14 classrooms are distributed across all of the four floors, where there are also meeting rooms and break-out areas. English language classes take place in one classroom on the first floor. There is lift access to all floors, and toilets for males and females on all floors.

The University of Roehampton campus is close to Putney and Hammersmith with good transport connections to the centre of London. It has a full range of facilities: refectories, coffee bars, and a shop; sports facilities, including a sports hall, playing fields and tennis courts; a medical centre; a library, opened a year ago; and student accommodation. The university pathway centre is an entity (staff, students, course provision) rather than a physical

space. The QAHE team of academic manager, teacher and administrator share an office; pathway students are taught in a number of different venues on the campus.

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 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

QAHE runs 12-week and six-week PSE courses for Northumbria University (London), with intakes six times per year. Two course-types are offered at the Roehampton university pathway centre: a PSE summer programme with three entry points, at 15, ten and five weeks, and the EAP component of an IFP, with entry points in September and January. Students aged 17 are admitted to the IFP programme.

Accommodation profile

All students at Northumbria (London) live in privately rented accommodation or with their families. The university does not offer accommodation in its own right but has a 'partnership' arrangement with an accommodation agency. There is a QA-branded link from the Northumbria (London) website to the agency's website. The agency offers a web-based service for students to rent property or find a flat share, but not homestay. At the time of the inspection and during the previous pre-sessional course no students were living in accommodation secured through the agency.

The Roehampton pathway centre offers students accommodation in residences on the campus and in central London, and in homestay if under 18. Two students were staying in residences on the campus, one of whom was under 18. The inspector visited the residence which housed the younger student. All other students were in privately rented accommodation or were staying with family. Students are also directed towards rented accommodation and lodgings provided by landlords who register with the university. At the time of the inspection no students were living in accommodation obtained through this service. No students had ever taken up the offer of homestay accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Well established systems are in place to support staff and ensure and enhance quality. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are maintained to a very high standard and provide students and staff with a very comfortable and professional environment for work and relaxation. Classrooms are well equipped and a range of well-designed learning resources is available. Guidance on the use of these resources is provided for staff and students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very strong professional profile (qualifications, experience and continuing professional development), and teachers receive detailed guidance to ensure that they support students effectively in their learning. Courses are carefully structured and managed to provide the maximum possible benefit to students. The teaching observed comfortably met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Students receive good pastoral care and information. Arrangements to keep them safe are appropriate. Leisure activities and accommodation are generally managed to the benefit of students.

Safeguarding under 18s

The provision meets the section standard. Safeguarding policies and practice are mainly sound but some aspects which apply to students at the Roehampton pathway centre are not clear enough.

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

Comments

M2 The strategic plan relates to the organisation as a whole. EAP, which represents a small component of the whole, is not referred to explicitly.

M3 The manager of the Roehampton pathway centre reports to the executive dean of QAHE. The head of English of QAHE does not, therefore, have academic oversight of the courses taught at this centre.

M6 QAHE's own sound processes for collecting feedback from teachers (minuted meetings, staff surveys, appraisal, exit interviews) are complemented by the quality assurance procedures of its partner universities, which require QAHE teachers to submit comments on each module taught.

M7 QAHE takes a systematic and thorough approach to review. It produces its own annual monitoring reports, which draw on student and teacher feedback, as well as contributing to the annual review systems of its partners. Several examples were seen of action taken as a result of review.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Policies are employee-oriented and supportive, offering a good range of benefits. Staff commented positively on the opportunities for career development within the company.

M11 Induction, which makes use of a checklist, is thorough and spaced. It includes online training and, where

appropriate, the chance to shadow colleagues.

M12 Monitoring of performance and objectives is systematic and regular. All staff are subject to an annual appraisal and there are periodic checks at least three times per year.

M13 Policies and systems give considerable emphasis to continuing professional development (CPD) across the organisation. Training needs are reviewed monthly; there are wide-ranging opportunities for internal training; and financial support is available for participation in external events.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
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

M14 Evidence from student surveys showed a high level of satisfaction with staff. Students in the focus group meeting were particularly appreciative of the help given to late arrivals.

M17 QAHE maintains records of this kind during the recruitment process. After students have enrolled, its partners take over the records.

M18 Details were missing from records in both centres. Gaps in some of these records had been filled by the end of the inspection.

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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. Downloadable prospectuses for individual universities are available on the website.

M24 Some required details are missing. These include class times and maximum class size for PSE (Roehampton), and total number of taught hours (NUL).

M25 Information on deposits, refunds and cancellations is either missing (Roehampton) or difficult to access (NUL). NUL publicity does not make it clear that teaching materials are loaned to students.

M26 It is made clear that 17 year-olds will be treated as adults.

Premises and resources

Premises and facilities	Area of strength
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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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises on both campuses are maintained to a very high standard, as are the grounds of the Roehampton campus.

P2 Classrooms on both campuses have been carefully designed and furnished to provide a setting conducive to learning and teaching. Additional learning areas provide an excellent environment for flexible independent learning.

P3 Both campuses have a good variety of internal relaxation areas. At NUL, there is a social area equipped with microwaves where students can eat their own food. Roehampton students also benefit from being on an extensive green campus.

P4 Roehampton has a good range of campus cafés and refectories. Students in the focus group meeting commented positively on the choice available. NUL has free hot drinks, vending machines and numerous food outlets in the vicinity.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Classrooms on both campuses are well equipped technologically, and teachers have good on-site technical support. Training in the use of classroom technology, including virtual learning environments (VLEs), forms part of teacher induction, and further training is offered periodically.

P10 Students on both campuses have access to a variety of facilities and materials for independent learning. At Roehampton, these include the full range of resources of a new library. NUL students have access to an e-library, but can also request books from the Northumbria university library in Newcastle.

P11 Students on both campuses receive tutorial support to complete and work on an independent learning plan. The proforma used for this contains numerous suggestions for materials, including websites, that students might find helpful in working on particular aspects of the language.

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 All teachers are TEFLQ, and most have relevant higher qualifications.	
T3 All teachers have previous relevant experience of EAP teaching. Two also act as examiners for IELTS.	
T4 Both academic managers are TEFLQ and have a good range of teaching and management experience.	
Academic management	Area of strength
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.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T7 There is a very effective system for ensuring cover within the EAP team. New members of staff complete a faculty audit, showing what they can teach and cover. Cover for summer teaching on the Roehampton campus can also be provided by staff normally based at NUL.	
T9 There is good provision for day-to-day support and guidance. On both campuses, academic managers sit in the same office as teachers. QAHE also has a buddy system to support new staff. At NUL, the QAHE quality assurance team oversee cross-disciplinary peer observations, and peer observation is encouraged within the EAP team.	
T10 Observation is well managed. New staff are normally observed within two weeks, and all teachers are observed twice a year by the academic manager on each campus. Observation records are detailed and constructive records and teachers in focus group meetings commented positively on the value of the process.	
Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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	
T11 Detailed and wide-ranging guidance is provided through programme handbooks, module guides and assessment briefs.	
T12 Clear evidence was provided that feedback from QAHE students and staff informs course review. The Roehampton PSE programme was redesigned for summer 2018, and examples were given of changes to the NUL programme. Staff on both campuses are also free to adapt and supplement core materials.	
T13 Detailed information is provided for students, both in print and on the VLEs.	
Learner management	Area of strength
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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T19 There is good provision for learning support on both campuses. At NUL, the team of tutors providing this support are all TEFLQ.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

One teacher at NUL, who is also the academic manager, was not teaching on the days of the inspection.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers' examples and explanations were clear and relevant. Pronunciation was modelled (and syllable stress and pronunciation indicated) when appropriate. Students' attention was drawn to register, levels of formality, and the impact of specific lexical choices.

T24 Detailed group and individual profiles had been prepared and these informed lesson planning through consideration of differentiation. Careful thought had gone into the selection of relevant lesson content and, where relevant, consideration of cultural differences.

T25 Goals were specified and shared with students, but in some cases plans did not include specific language learning outcomes. Potential problems were identified and solutions considered. Planned activities were varied and carefully sequenced and provided a thorough foundation for out-of-class tasks.

T26 A range of teaching techniques was used confidently. These included clear instructions, effective elicitation and prompting, drilling at both group and individual level, guidance in noticing language use, and nomination to encourage the participation of quieter students. Understanding was checked through concept checks and students were challenged cognitively.

T27 Classroom furniture had been arranged to suit class size. Classroom technology and other learning resources, which included teachers' own materials, were used very effectively to maintain interest and enhance learning.

T28 Teachers monitored students during pair and small-group activities, providing feedback when appropriate. There was also a focus on pronunciation in lessons where this was a specific lesson objective. In general, however, the range of feedback techniques employed was limited.

T29 Checks on learning were built into lesson plans and students were provided with the tools to evaluate their own performance and that of their classmates. Evaluation did not always include a focus on language learning.

T30 Teachers maintained a good pace and adjusted their language to students' level. They made appropriate use

of pair and group work, and re-grouped students to vary interaction. Students were alert and fully engaged, contributing spontaneously and enthusiastically.

Classroom observation summary

The teaching observed met the requirements of the Scheme, being consistently good across the lesson segments observed. Teachers provided good models and directed students' attention to aspects of language use. They had planned lessons carefully, drawing on their knowledge of students' general and individual needs, and providing for variety. They used a range of teaching techniques and managed the classroom environment and resources very effectively, with the result that students were fully engaged.

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.	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.	Strength

Comments

W3 Welfare services at both centres are comprehensive and very well publicised. Personal tutors have a very good understanding of what is available and to whom they should refer students. Roehampton provides students looking for their own accommodation with good support.

W7 Students at both locations receive a very good range of information about living in London. Attractively presented, up-to-date information on a wide range of practical matters is readily available on the centres' websites, at inductions and in handbooks.

W8 Access to health care at Roehampton is excellent. It includes a general practice surgery on the campus with which students are encouraged to register. The Northumbria campus has good provision of staff trained in first aid.

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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Residences are well managed and provide a comfortable, convenient living environment. Bedding is not supplied but can be purchased from the university at a reasonable cost.

W10 Students can pay an additional charge to have their sheets and towels changed and their bedrooms cleaned weekly.

W12 Information to students includes details of the additional charges for bedding and cleaning.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

While homestay accommodation is offered at Roehampton by QA to under 18s, no pathway student has taken up this offer.

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.	Not met

Comments

W21 Students at the Roehampton centre receive effective help and guidance when seeking accommodation independently.

W22 Both centres recommend accommodation through schemes which ensure landlords conform to codes of conduct and have relevant safety certificates. Neither scheme includes routine visits to the accommodation.

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

W24 The range of leisure activities provided at Roehampton is wide, and modest at Northumbria.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the	Not met

scheduled programme.	
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The Roehampton centre recruits a very small number of students aged 17. Since the programme started in 2016, four have been enrolled. At the time of inspection, there was one 17 year-old. Programmes at NUL do not recruit under 18s. QAHE's protocols state that QAHE's safeguarding policies and procedures apply until students are enrolled and Roehampton University's from the point of enrolment onwards.

S1 Aspects of QAHE's and Roehampton University's safeguarding policies are contradictory. A commitment in the QAHE policy to share information with parents about a student's attendance and whereabouts until they reach 18 conflicts with the Roehampton policy to communicate only with the student. As a result, it is not clear whether parents receive such information. In addition, Roehampton University's safeguarding policy is not reviewed annually.

S3 Consent forms are comprehensive and appropriate. They make it clear 17 year-olds will generally be treated as adults but require students without a parent in the UK to have an English-speaking guardian locally.

S5 All pathway staff are made aware of any student under 18. They understand the importance of rapid follow-up of any unscheduled absence from classes, and know the procedures for doing this.

S6 Rules and guidelines are clear, but not supported by risk assessments.

S7 The 17 year-old student was accommodated in a university residence in which there was no direct overnight supervision. The parents had signed their consent to this arrangement.

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	2014 [as QA Business School London]
Last full inspection	2014
Subsequent spot check (if applicable)	February 2015; March 2017 (Roehampton pathway centre)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Undergraduate and postgraduate programmes in business, computing, marketing and finance.
Other related accredited schools/centres/affiliates	QAHE Birmingham
Other related non-accredited schools/centres/affiliates	QAHE Manchester, Solent University pathway centre, Northumbria University (Newcastle) pathway centre

Private sector

Date of foundation	24 April 2018
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Ownership	Name of company: QAHE Limited Company number: 11325201
Other accreditation/inspection	QAA BAC

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: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	Northumbria University London Campus (NUL): 8 Roehampton pathway: 8	NUL: 15 Roehampton pathway: 48
Full-time ELT (15+ hours per week) aged 16–17 years	NUL: N/a; Pathway: 1	NUL: N/a; Pathway: 0
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	17	63
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	NUL: 18 Roehampton: 17	NUL: 18 Roehampton: 17
Adult programmes: typical age range	20–22	20–22
Adult programmes: typical length of stay	NUL: 6–12 weeks; Pathway: PSE 5–15 weeks; IFP: 2–3 semesters	NUL: 6–12 weeks; Pathway: PSE 5–15 weeks; IFP: 2–3 semesters
Adult programmes: predominant nationalities	NUL: Thai, Colombian Roehampton: Uzbek, Saudi Arabian	NUL: Thai, Colombian Roehampton: Uzbek, Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	NUL: 3; Pathway: 1	NUL: 4; Pathway 4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	NUL: 3; Pathway: 1	
Number of academic managers for eligible ELT courses	NUL: 1; Pathway: 1	NUL: 1; Pathway: 1
Number of management (non-academic) and administrative staff working on eligible ELT courses	NUL: 4; Pathway: 1	
Total number of support staff	NUL: 0; Pathway: 0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	NUL: 1; Pathway: 1
Academic managers without TEFLQ qualification or three years relevant experience	N/a
Total	2
Comments	

At the time of the inspection, each manager was timetabled to teach ten hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	NUL: 3; Pathway: 1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
Comments	
None.	

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	Pathway: 1
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	NUL: 8 Pathway: 8	0
Overall totals adults/under 18s	16	1
Overall total adults + under 18s	17	