

Organisation name	Queen Mary University London
Inspection date	14–18 October 2019

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 to demonstrate that the weaknesses in safeguarding under 18s have been addressed through the completion of action initiated following the inspection (S1 and S2). The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited the Queen Mary University London in October 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The large English language teaching department of this university offers courses in academic English for adults (18+) and young people (17+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic staff profile, academic management, course design, teaching, and care of students.</p> <p>The inspection report noted a need for improvement in the area of safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Queen Mary University of London (QMUL) is a constituent college of the University of London, with a student population of around 25,000, approximately 35 per cent of which are international students.

The Language Centre is a department within the School of Languages, Linguistics and Film (SLLF), which forms part of the Faculty of Humanities and Social Sciences.

The inspection took place over five days, with two inspectors. Meetings were held with the principal, the head of school, the director of the Language Centre, the resources manager, the head of e-learning, the deputy academic registrar, the assistant academic registrar, the head of marketing and communications, the student experience officer, the programme team leader, the two programme co-ordinators, the programme and module conveners, the teaching fellow responsible for the Language Centre resources room, the head of housing services, the senior residential support officer, the residential experience manager, the welfare advice manager, the international student advisor, the school health and safety manager, the president of the student union, the director of academic and student services, the assistant director of estates and facilities (security and business continuity), and the programme convener responsible for pastoral support.

Focus groups were held with teachers and students. The inspectors observed 34 of the 35 teachers timetabled during the inspection.

One inspector visited residential accommodation on the main campus.

Address of main site/head office

Mile End Road, London E1 4NS

Description of sites visited

Three sites in use at the time of the inspection were visited.

The majority of English language teaching takes place on the main Mile End campus, which is set out along the busy Mile End road between two underground stations, bordered on one side by a canal. There are frequent bus services and a range of local facilities.

As well as a range of residential accommodation, the campus includes a mix of modern and older buildings, varying in size and providing extensive facilities and amenities. These include a library, teaching rooms, lecture theatres, offices, a great hall, laboratories, the students' union building, a shop, a bookshop, a bank branch and a sports and fitness centre. There is also a selection of restaurants and cafés, and outdoor areas in several parts of the campus.

The majority of the campus is managed by the university, but there are also two modern buildings which are commercially run. Both offer a combination of teaching rooms, residential accommodation and food outlets.

The Language Centre is housed on the first floor of the Francis Bancroft building - a building with a range of entrances and exits. The centre has access to many teaching rooms in this building and much of the English language teaching takes place here. There are also offices, two staffrooms, two language laboratories and resource rooms.

A small amount of teaching takes place at the Whitechapel campus (Barts and the London School of Medicine and Dentistry, Garrod Building, Turner Street, London E1 2AD), where there is a range of teaching rooms available.

Some teaching also takes place at the Institute for Advanced Legal Studies (IALS) (Charles Clore House, 17 Russell Square, London WC1B 5DR). IALS is part of the University of London and the building offers teaching rooms, as well as a café with a relaxation area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The pre-sessional, although not strictly a vacation programme, runs in summer only, in blocks of five, nine and 13 weeks. Other eligible programmes run through the academic year. These are the English language components of the International Foundation Programme in Humanities and Social Sciences (IFP) and the Pre-Masters' programmes in a range of subject areas, as well as in-sessional English modules (some credit bearing, some not) which offer English support to students enrolled on programmes across the university. In addition, the Language Centre organises the English language modules of the Science and Engineering Foundation Programme.

Management profile

The Language Centre's English programmes are managed by two co-ordinators who report to the director of the Language Centre, who in turn reports to the head of the school (SLLF). The two co-ordinators manage a team of programme and module convenors who carry out a range of academic management functions for one or more programmes, as well as teaching.

Accommodation profile

There is residential accommodation on each of the four campuses. Language Centre students usually stay on the Mile End campus, where accommodation is more extensive (2,000 plus beds). Two basic types of room are available: single ensuite in a flat normally consisting of five to six rooms, with a shared kitchen, or single room in a flat with shared facilities. Rooms in single-sex flats with shared facilities can be requested.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, with strong systems for planning, continuous improvement and development of staff. *Strategic and quality management* and *Staff management* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students, and excellent support and guidance on the use of these resources is provided for staff and students where needed. *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 strong 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 well designed, structured and managed to provide the maximum possible benefit to students. The teaching observed 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 and exceeds it in some respects. Security is good, the needs of students for information are well met, and there is excellent pastoral care. Students also benefit from very well managed student services. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, provision for the safeguarding of students during lessons and in accommodation is appropriate. Gaps identified in university-wide systems (policy updating, training, safer recruitment) were addressd shortly after the inspection. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The university publishes its strategy, which includes a clear statement of its goals and values. These are very clearly understood and articulated by the director, who is also highly aware of issues within the ELT sector likely to affect management decisions and future plans.

M2 The Language Centre produces one- and five-year plans, with clear objectives and measurable targets. These are strongly aligned with the wider university strategy.

M5 End-of-course feedback is collected during class time, which leads to very good response rates. Initial feedback is obtained through questionnaires on pre-sessional programmes, and tutorials on other programmes. In addition, there is a staff-student liaison committee with student representatives.

M7 Language Centre programmes are part of the university's quality cycle, which ensures comprehensive and regular quality review incorporating staff and student feedback, as well as a range of other sources of data.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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

M11 Thorough induction is provided for all staff, locally as well as at university level. Managers have a checklist for the process, which is extremely comprehensive, and there is a buddy system.

M12 The university operates a robust and supportive appraisal procedure which sets targets as well as identifying areas for development. Job descriptions are also reviewed as part of the process, which is well documented.

M13 The university has a highly developed and well-funded continuing professional development (CPD) function, offering a very wide range of CPD opportunities to all staff. Teaching staff benefit from a good range of input through awaydays and conferences, and regular peer observation takes place.

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

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

All criteria in this area are fully met.

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.	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.	Strength
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity and is managed centrally by the university. Print publicity is also produced for different areas, including for international students and foundation courses, but much of this is being phased out and not reprinted. There is no Language centre brochure as such, but a leaflet is produced to promote in-session courses.

M24 Maximum class size is only indicated for in-session and pre-session programmes. Information about course dates and minimum age is provided but not very easy to find.

M27 Accommodation options are clearly described and set out for comparison in a dedicated area of the website with photographs and virtual tours of the accommodation in use.

M28 Publicity makes reference to the high level and range of experience of teachers on pre-session programmes, and to "highly qualified teachers"; however, this is not true of all staff during this peak period. The website was changed during the inspection and this is no longer a point to be addressed.

Premises and resources

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

personal possessions, and for teachers to carry out their preparation and marking.	
Comments	
<p>P2 The Language Centre benefits from being able to secure appropriate classrooms through the central timetabling system, and all classrooms seen, across a range of buildings, provided a very good study environment. Classrooms were well equipped and quiet, with comfortable temperatures, good natural light and in most cases flexible furniture.</p> <p>P3 Although there is a good range of suitable facilities for relaxation, many get very crowded at peak times. Students in the focus group felt there was a need for more relaxation space, including in residences.</p> <p>P4 Drinking water is widely available and there is a good number of cafes, restaurants and bars which together offer an extremely varied range of food and drink and are very popular with students.</p> <p>P5 The main campus has signposts throughout to direct visitors, buildings are clearly marked and there are clear campus maps for all sites. There are floor plans inside each building. There are numerous noticeboards and information points across the campus, including digital displays.</p> <p>P6 In addition to offices, there are two large staffrooms with workstations, some of which are dedicated, others flexibly used. There is good access to internet and managed print systems, a separate resources room with additional working space, and a staff kitchen.</p>	

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.	Strength
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	
<p>P7 There is a wide range of up-to-date learning resources including supplementary and in-house materials, digital resources and photocopiable materials, suitable for all course types taught.</p> <p>P8 Teaching staff benefit from good access to computers and printing and photocopying facilities, as well as Wi-Fi provision. Although a wide range of materials is available to teachers, the shared drive on which much material is stored is not consistently maintained.</p> <p>P9 There is a very good range of educational technology in classrooms, which is well maintained and used regularly and confidently. Good technical support is available, and the Language Centre has two well-equipped language laboratories.</p> <p>P10 The university's virtual learning environment (VLE) is an integral part of students' courses and is used regularly and effectively by teachers and students. Students and staff have full access to the university library and students in the focus group meeting made special mention of the very good library facilities.</p> <p>P11 Library subject staff provide special sessions during student inductions. Students on foundation programmes also benefit from dedicated library sessions and support from personal tutors.</p>	

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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments	
T2 The majority of staff are TEFLQ and this remains the case during the pre-session programme when the profile	

changes. Many of the teaching staff have additional, specialist or higher-level qualifications.
 T4 All members of the academic management team are TEFLQ, with extensive experience in both teaching and academic management.

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.	Strength
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.	Met

Comments

T6 The university's central timetabling system is student centred and efficient, and can take the needs of particular groups or departments into account. Both staff and students are made aware of it in good time.
 T7 Cover arrangements are good. There is a cover spreadsheet to aid response and there is always someone on the main site who could cover if needed.
 T9 Teaching staff receive good support, particularly through programme and module conveners, who meet and support their teams regularly. Peer observation is encouraged and facilitated.

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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Course design is based on sound principles and the syllabus for each programme covers appropriate learning strategies and outcomes. Teachers have very detailed course handbooks, as well as schemes of work.
 T15 Independent learning is at the heart of all programmes. Students are strongly supported through the university's VLE, as well as tutorials.
 T16 Courses are specifically designed to support students in developing language skills outside the classroom and incorporate all aspects of the university environment of which students are a part.

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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
---	----------

Comments

T18 Regular assessment takes place based on coursework and students receive detailed feedback through tutorials, as well as support through the VLE where progress is recorded and individual portfolios are encouraged. T22 Students have very good access to appropriate information and advice, including assistance with applications and personal development planning.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	All

Comments

One teacher was not observed as his class was involved in individual project work.

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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated sound knowledge and awareness, and dealt skilfully with complex patterns of language in academic discourse. They provided clear and appropriate models and many paid attention to register. T24 Course objectives were strongly reflected in planning, and the needs of the group, if not always the individuals within it, had clearly been taken into account. Topics, materials and activities were highly relevant. T25 Although not always expressed as learning outcomes, lesson objectives were clear, relevant and had evidently been shared with students. Language aims were normally subsumed within wider learning objectives, but in stronger segments were specifically identified and addressed. Lessons included very good sequencing and staging with effective scaffolding. T26 A good range of teaching techniques was seen used confidently, including some good eliciting, summarising, concept checking, prompting, and nominating. In stronger lesson segments, teachers skilfully lightened the load of demanding, complex texts and tasks. T27 Competent and confident use was made of classroom technology and materials were well presented. Some teachers paid specific attention to seating arrangements, movement and regrouping. T28 Teachers provided plentiful praise and encouragement and used a range of techniques to offer feedback, predominantly on content and ideas. Most teachers made good use of monitoring and interacting with student groups to give support and feedback. T29 Some lessons made reference to evaluation of learning through assignments and although there was less evidence at session level, self evaluation and reflection on learning were frequent elements of lesson content. T30 Although some teachers did not interact much with students and adopted a lecturing style, many teachers had very strong presence and rapport, with well-graded language. Students were very engaged in most lessons and a purposeful, positive learning atmosphere was seen in many classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, the majority being good. Teachers showed strong awareness of linguistic systems and provided thorough and clearly-staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a

range of techniques with confidence and resources were used to good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with effectively and there was a very positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
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

W1 There is good provision for safety and security. There is a health and safety advisor for each faculty and a safety co-ordinator for each school, and all relevant systems, including evacuation drills, CCTV, and overnight security, are in place.

W2 There is a comprehensive critical incident plan, which is reviewed every six months. At present, however, this relies on email for contact with students in event of an emergency, and the university is exploring other means of more immediate and more effective mass communication.

W3 A wide range of people, including student academic advisors and residences support staff, contribute to the excellent pastoral support available to students. The advice and counselling service have a role within induction, there is an additional induction for U18s, and there are multi-faith rooms and a chaplaincy.

W4 Policies are explained during induction, reflected in the student code of conduct, and set out in simplified form in student handbooks. Positive values are also reinforced through the personal development strand of the international foundation programme.

W7 A wide range of very helpful information and advice is available through the student handbook, induction, and the university's VLE. Information includes links to useful websites.

W8 There is a healthcare centre on the campus, and students are encouraged to register during their induction. Security staff are first-aid trained.

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.	Strength
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.	N/a

Comments

W13 The excellent systems for gathering feedback on student satisfaction include course-initial and end-of-course surveys, with incentives to respond, and meetings with student representatives. The residences reception office is open 24 hours a day throughout the year. Evidence was seen that feedback is collated and an action plan drawn up.

W15 All accommodation on the Mile End campus is self-catering.

<i>Accommodation: homestay only</i>	
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

The university does not offer homestay.

<i>Accommodation: other</i>	
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.	N/a

Comments

W21 Students enquiring about alternative accommodation are given an admirably detailed booklet containing information and advice. Lists of private landlords and agencies who have signed a code of practice, a contract reading service, and one-to-one guidance are also available.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Detailed information on student union activities is made available in a wide variety of ways.

W24 The Language Centre does not provide a separate leisure programme.

W26 Risk assessments do not include guidelines on how to respond to situations where students are at risk.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Not 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	Not met

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

Comments

There were 17 under 18s at the time of the inspection, approximately 21 per cent of the total number of students on eligible courses; this compares with approximately ten per cent in previous years.

S1 The safeguarding policy has not been updated on an annual basis and the named designated safeguarding lead (DSL) no longer works for the university. There is no reference to procedures to be adopted in the case of a delayed DBS check.

S2 Training for the DSL and three of the four principal safeguarding officers has been provided by an independent trainer. However, insufficient information was available to be able to make a judgment about the appropriateness of the level of this training. The principal safeguarding officer with responsibility for English language students, who was appointed a month before the inspection, has thus far not had any special training for this role.

S4 The reference request letter does not include a question concerning suitability to work with under 18s. The letter was amended shortly after the inspection and this is no longer a point to be addressed.

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	2003
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	MA in Applied Linguistics for English Language Teaching, PhD in Applied Linguistics
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Higher Education 'Exempt Charity'
Other accreditation/inspection	BALEAP

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: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1839	1839
Full-time ELT (15+ hours per week) aged 16–17 years	25	25
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	39	39
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	1903	1903
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	17	17
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	3–9 months	3–9 months
Adult programmes: predominant nationalities	Chinese, British, Indian, Italian, Turkish, French	Chinese, British, Indian, Italian, Turkish, French

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	29	29
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	29	
Number of academic managers for eligible ELT courses	8	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	100+	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	8
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	8
Comments	

The course co-ordinators have little or no scheduled teaching; one was scheduled for two hours per week at the time of the inspection. Module and programme convenors were scheduled for between five and ten hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	32
TEFLI qualification	2

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	34
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	41	6
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	12
Staying in privately rented rooms/flats	67	0
Overall totals adults/under 18s	108	18
Overall total adults + under 18s	126	

*These numbers are of IFP and PMP student numbers only who are classified as Language Centre students. The other students belong to other schools.