

Organisation name	Regent's School of English (Regent's University London)
Inspection date	3–4 September 2025

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 safe, 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.

Summary statement

The British Council inspected and accredited Regent's School of English in September 2025. 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).

The English language teaching department of this private university offers courses in general English to adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, student administration, learning resources, academic staff profile, academic management, care of students, leisure opportunities and safeguarding under 18s.

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

Introduction

Regent's School of English (RSE) is part of Regent's University London (RUL), a private institution offering undergraduate and postgraduate higher education programmes. RSE falls under the remit of the chief commercial officer, whose portfolio also includes marketing and communication, digital, recruitment and admissions, alumni relations, careers, enterprise and industry, brand, partnerships, and conferences and events.

RSE offers a range of English language programmes, including general English, intensive English, business English, exam preparation and sightseeing, as well as intensive summer, and pre-sessional courses. Students can enrol for a minimum of two weeks and a maximum of 44 weeks, although the majority typically enrol for four weeks.

Since the last inspection, the school has experienced significant growth in student numbers, leading to the creation of several new posts. The enrolment team has expanded from one to four members (a business development manager and three enrolment officers). The previously combined head/director of studies role has been split into

two distinct positions: director and academic manager (AM). The administrator role has been replaced with a student support manager, and five teaching positions have been made permanent through annualised contracts.

The inspection took place over two days and included meetings with the vice-chancellor, chief commercial officer, director of RSE, AM, head of HR operations, HR assistant, student support manager (SSM), business development manager, soft services manager, three enrolment officers and the manager for student union belonging and student voice.

Focus groups were conducted with both teachers and students. All teachers who were teaching during the week of the inspection were observed. Inspectors toured university facilities. One inspector visited the student residence, met two residence managers and spoke to a representative from each of two accommodation agencies.

Address of main site/head office

Regent's University London, Inner Circle, Regent's Park, London NW1 4NS.

Description of sites visited/observed

RSE operates from the RUL campus. The team is based in a large open-plan office that includes two smaller offices and a meeting room. Additionally, two further offices in the same building are used periodically, typically during the summer. A staff kitchen is located on the same floor, with additional staff kitchens and communal areas available across the campus.

Classrooms are booked through the university's room bookings team, primarily in the Tuke and Darwin buildings. RSE students have access to all university facilities, including the library, IT centre, self-study rooms, cinema room, refectory, café, restaurant, fitness studio, tennis court and the private gardens.

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 checked="" type="checkbox"/>	<input checked="" 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 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 core offerings during the inspection period included general English, IELTS and business English. Pre-sessional courses are also available and vary in structure depending on duration. During the summer, super intensive courses are offered. These include the standard year-round courses supplemented by two afternoon workshops focused on speaking and writing skills.

Management profile

The vice-chancellor leads the management structure at RUL, supported by a senior team of six, including the chief commercial officer, who oversees seven teams, including RSE.

The director of RSE is responsible for all aspects of the school's operations. Reporting to the director are the AM, SSM, and business development manager. Teachers report to the AM, while enrolment officers report to the business development manager.

RSE is supported by central university departments, including human resources, IT, finance, estates and facilities, and student immigration and visa compliance.

Accommodation profile

Accommodation is offered in the university residence which is in a wing of the main building, adjacent to the cafeteria and social area. Students are accommodated in twin bedrooms along corridors on four floors. Bathroom and toilet facilities are shared. Throughout the year, homestay accommodation is arranged with two agencies which are registered with the British Council. Accommodation in residences and flat/house shares can also be arranged through one of the agencies.

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 and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management* and *Student administration* 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, pleasant and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the needs of the students. Excellent advice and support in the use of these resources is provided for students and staff where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile that is very well suited to the context. Course design and learner management are effective. Teachers receive very good support and, overall, the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from a very good standard of pastoral care and well-managed student services which include out-of-class activities and accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 on the university campus and in any leisure activities and accommodation provided. *Safeguarding* is an area of strength.

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.	Met
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.	Strength
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.	Strength
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.	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 There are very clear objectives and plans in place related to RUL and RSE goals and values. Comprehensive measures are in place to monitor progress towards the objectives.	
M3 The structure of the organisation at university and school level is very clear. There is excellent support in place for the structure and it is clearly communicated to stakeholders. Staffing levels ensure that the provision is effectively delivered at all times.	
M4 There is excellent use of a range of communication channels, both formal and informal. Staff are very well informed, particularly at school level.	
M5 There are a number of feedback mechanisms in place, including forms which are easily accessible, focus groups, and other check ins with students. Feedback is collated, reviewed and action taken is recorded.	
M6 There are regular formal and informal feedback protocols in place for all staff. There is evidence that staff feedback is acted upon and recorded, and the staff's perception is that their views are valued.	
M7 There is a comprehensive and regular quality review which takes into account multiple sources of references.	

Staff management and development	Met
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments	
M8 Human resources policies are comprehensive, resulting in excellent staff well-being provision, and a team which feels valued and well supported.	
M10 Staff files are complete and include all required documentation. However, copies of certificates have not been signed and dated.	
M12 A robust and supportive appraisal procedure is in place. It sets targets and seeks to identify individual achievements and areas for improvement. In addition, it links back into other systems, such as teacher observation and CPD.	
M13 CPD is well established as part of the culture of the organisation. There are good opportunities for individual, as well as generic CPD. Staff are engaged with internal and external development opportunities.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Staff across the whole school are very helpful and courteous and take customer service very seriously. Customer service training is in place, and comprehensive IT packages support the customer service team. M15 Comprehensive pre-course information and communication is in place meaning that students are well informed prior to their arrival. During their stay, excellent advice is provided to students through teaching and office staff and the SSM. M16 Enrolment processes are very efficient, supported by the enrolments team and highly effective IT platform/database. Students' personal needs and welfare are prioritised at all stages of the enrolment process.

Publicity	Met
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity. The school also has a brochure and presence on social media sites. M21 Publicity includes comprehensive descriptions and pictures which accurately represent all aspects of the student experience very clearly. M23 Information on course content includes all the required information and is very clearly and accessibly presented.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Not met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P2 Premises are well maintained and very clean. Thought has been given to making the premises comfortable and practical for students and staff. P3 While classrooms are spacious and provide highly suitable spaces in most ways, at the time of the inspection, there was disruptive extraneous noise in a number of classrooms caused by maintenance work taking place on site. P4 There are excellent spaces and facilities for students to relax, eat and drink. The environment is very welcoming and there are several outlets selling a good range of healthy food. P5 Signage is very clear and provides effective directions for students and visitors. There is a good range of displays for students with informative up-to-date information. P6 The teachers' room is spacious and quiet, has dedicated workplaces for all, and is well resourced. There are additional meeting and break-out rooms which staff can use.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Learning resources are well organised and there is wide range of up-to-date learning materials suitable for all course types taught. There are ample further physical and digital resources which staff can draw on to support the coursebooks and afternoon classes.

P9 There is a good range of technology in classrooms, which is well maintained and used regularly and confidently. There is excellent on-site technical support available at all times.

P10 The library/self-access centre is an integral part of the students' course. It is used regularly and effectively by teachers and students. Library opening hours are well suited to students' timetables, and students also have access to the virtual library.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the university's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T6 There are effective timetabling arrangements to accommodate continuous enrolment. In addition, there is very good practical guidance on lesson planning and integration of new students available to teachers.

T7 Induction includes pre-arrival meetings, online training and a full face-to-face induction. New teachers have an opportunity to observe classes. Teachers stated that induction procedures were very thorough and supportive.

T8 The AM is available to support teachers whenever needed at both individual and group levels. Additional support measures are in place for new teachers. Teachers commented very positively about the support available to them.

T10 There is a good range of CPD available to teachers. This includes monthly workshops which are developed according to regular monitoring of teachers' needs. CPD sessions are often followed up with observations to ensure that its impact is measured.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T12 There is systematic integration of the local environment with course content through class work, out-of-class activities, a focus on UK life and culture, and the social programme.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T16 Students' progress is monitored effectively through in-class monitoring and regular assessment. Individual progress is reviewed in tutorials and recorded online so that students, staff and management can access it.

Classroom observation record	
Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English, examination classes, business English

Comments

All teachers timetabled to teach during the week of the inspection were observed.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Spoken and written language was modelled accurately and graded appropriately for the level of the students. Examples and explanations were relevant and clear and in stronger segments there was a good focus on pronunciation systems.

T20 The content reflected the course objectives and the needs and interests of the group and of individual learners, as outlined in detailed student profiles. Relevant additional activities were consistently provided to challenge more able learners and provision was made for students with diverse learning profiles.

T21 In the majority of classes, there was a clear link between learning outcomes and activities and they were shared with students. In a minority of segments, the outcomes were worded in terms of activities/topics rather than outcomes. In nearly all classes, there were good examples of progress from the familiar to the unfamiliar and reference to previous learning.

T22 In the majority of classes, an appropriate range of techniques was used competently. Effective elicitation and questioning provided good opportunities for students to participate.

T23 In general, teachers made competent use of the learning resources available. There were good examples of the creative use of the coursebook to support students' learning. Boardwork was not of a consistent standard although the interactive white boards were used competently.

T24 In all segments, teachers corrected students' language and gave useful feedback to all students on their performance during the lesson. In a minority of classes, teachers made confident use of a range of correction techniques that including on the spot, delayed, peer- and self-correction.

T25 In all lessons, a series of short tasks, followed by feedback, ensured teachers and students could evaluate whether learning was taking place. In stronger segments, students demonstrated an awareness of what they had learned, what they needed to learn and how they might learn it.

T26 There was good rapport in all classes and an atmosphere of trust and mutual respect. Teachers nurtured an environment where students were engaged with the content of the lessons.

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W2 Students in the focus group spoke highly of the care and attention they had received. All new students have a face-to-face meeting with the SSM at the end of their first week to check on their well-being and students aged under 18 have a weekly meeting. The university offers a comprehensive range of advice and counselling services and the SSM has a mental health first aid qualification.

W3 All staff and students are made aware during induction and in handbooks of the international ethos of the university and the policies to promote tolerance and respect. CPD has included ways in which teachers can foster inclusivity and accommodate diversity.

W5 Students receive very good information before arrival. Advice is available on all aspects of student life in the UK via the student hub and in various guides and handbooks. Life in London is integrated into the curriculum.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength

W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
<p>W11 Feedback on accommodation is regularly requested and reviewed. In the residence, students can report issues directly to RSE or to residence staff. Reports are logged and followed up promptly. Students staying in homestay are encouraged to report any concerns to RSE staff. Communication between the accommodation agencies and the RSE staff is very effective. There is evidence that any issues are quickly resolved.</p> <p>W13 Students accommodated in the residence have a weekly meal allowance which they can spend in the university food outlets. The cafeteria is open for breakfast, lunch and dinner. The offering is of a good standard and includes healthy options. Special diets can be catered for in the homestays.</p>	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	

The applicable criterion in this area is fully met.

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 Throughout the year there is a weekly trip to a place of interest in London, led by teachers. There is also a conversation club held each week after lessons. Students at RSE have full use of the university sports facilities and social spaces; during the academic year, students have information about, and access to, all the events and clubs offered by the university.

W21 The programmes are well resourced and organised. Students appreciate the opportunity to practise their English with the teachers leading the weekly trips.

W23 Briefing for the teachers running the weekly trips covers health and safety and safeguarding. Qualified coaches are used to deliver the university sport and fitness activities.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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.	Strength
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

The RSE admits students aged 16 and 17 on its adult courses. There were six under 18s at the time of the inspection. They were all accommodated in London with family members.

S1 There is a clear and comprehensive policy implemented through, and supported by, relevant practical documents: for example, parental consent forms, codes of conduct and incident-reporting documentation. The SSM is the named safeguarding lead within the RSE. She is supported by the university safeguarding team.

S2 The policy is made known to all staff by several means and codes of conduct are signed to confirm agreement. Safeguarding responsibilities are included in job descriptions and training is mandatory and regularly updated. Two members of the RSE staff are trained to specialist level.

S4 The recruitment policy is well documented, and the procedures rigorously implemented. No member of staff is allowed independent access to the university campus until all checks are complete.

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	1997 (as Internexus)
Last full inspection	2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Undergraduate and postgraduate degrees

Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	Internexus 1994 Regent's College 1984 Regent's University London 2013 Internexus acquired by Regent's College 2008 Regent's University London acquired by Galileo Global Education in 2020
Ownership	Name of company: Regent's University London Limited Company number: 12734671
Other accreditation/inspection	QAA

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	120	164
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
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	126	172
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–25	20–25
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Japanese, Turkish, Italian	Japanese, Turkish, Italian, Chinese, South Korean, French, Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	Support staff working at Regent's University London	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1

Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1

Comments

None.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	6
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	9

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	29	0
Private home	0	N/a
Home tuition	N/a	N/a
Residential	38	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	53	6
Overall totals adults/under 18s	120	6
Overall total adults + under 18s	126	