

Organisation name	Regent's University, London
Inspection date	7–8 December 2021

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 safeguarding under 18s have been addressed.

### Summary statement

The British Council inspected and accredited Regent's University London in December 2021. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of premises and facilities, learning resources, care of students, and leisure opportunities.

The inspection report noted a need for improvement in the area of safeguarding under 18s.

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

## Introduction

Regent's University is a private organisation offering higher education programmes at undergraduate and postgraduate level. The English Language Centre (ELC) is part of the chief commercial officer's area, which also includes marketing, admissions and recruitment, alumni and partnerships.

There have been extensive changes since the last inspection. Ownership of the university changed in 2020 and the effects of the subsequent restructuring and management systems are still being worked through at all levels. In the ELC, following the departure of the previous head, the head and DoS roles were merged and the previous DoS took over the role. Other staff were furloughed and/or let go as a result of the pandemic, and changes were made to ELC teachers' contracts.

The inspection took the equivalent of a day and a half over two days and involved two inspectors. Due to the global pandemic, the inspection was conducted remotely. Meetings were held with the head of ELC (HELC), the health and safety and environmental manager, the ELC enrolment officer, the ELC administrator, the front house and facilities supervisor, the head of student support, the head of Human Resources (HR), one of the HR business partners, the student engagement manager, and the senior accommodation officer. Focus groups were held with teachers and students respectively. All teachers timetabled during the inspection were observed at the language centre. One inspector conducted a virtual tour of a university residence and spoke to the registered agency used for other accommodation.

## Address of main site/head office

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

## Description of sites observed

The English Language Centre (ELC) is in the Tuke wing on the Regent's University campus. The head has an office with space for smaller meetings, and the rest of the staff share a larger open-plan office. There is also a staff kitchen. Seven classrooms, all in Tuke wing, are dedicated to ELC year-round. Other rooms can be booked as required, and during recent lockdown periods, larger classrooms on the campus were used to facilitate social distancing. ELC students can also use all other university facilities, including the self-access centre, the IT centre, the library, the cinema room, the refectory and bar, and the extensive 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"/>
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

General English and IELTS preparation courses are the main offer and were running during the inspection. During lockdown periods, face-to-face teaching was maintained wherever possible, but teaching also took place online as necessary. At the time of the inspection, all teaching had returned to face-to-face. A pre-sessional academic English course has also run in the past.

## Management profile

The vice chancellor is at the top of the university's management structure. He has a senior team of five, one of whom is the chief commercial officer, who is in charge of five areas, including the ELC. In the ELC itself, teachers, the administrator and enrolment officer all report to the HELC. The impact of the global pandemic has necessarily affected staffing levels, and there are a number of posts, designed to support existing functions, which are currently vacant.

## Accommodation profile

Residential accommodation is offered in the university residence, Reid Hall. The residence is on campus and a few minutes' walk from the centre. Normally students are accommodated in single, twin or triple bedrooms, but due to the pandemic, all students were accommodated singly. Other residential, apartment or homestay accommodation offered is provided by an accommodation agency registered with the British Council.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision for meeting the needs of students for security, pastoral care, information and leisure activities is very good. Students are well looked after and have easy access to information, advice and a range of appropriate leisure opportunities. Students benefit from well-managed student services, including 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. Procedures for safeguarding students under the age of 18 are generally appropriate. There is an updated safeguarding policy, staff complete relevant safeguarding training and students are appropriately supervised during the scheduled programme. However, recruitment procedures are not adequate in some areas, rules for unsupervised time are not made clear, and some risks associated with accommodating under 18s have not been adequately assessed. 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	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.	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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met
<b>Comments</b>	
M4 Communications are very effective, using a range of different channels. Teachers in the focus group spoke very positively about transparent and timely communications.	
M7 It is unclear how feedback informs planning, within the ELC but also more widely in the university. A response to points to be addressed from the last inspection was submitted to the unit, but does not feature in current planning.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
M10 There is no recruitment policy, although there are guidance notes for staff. Some references and copies of qualifications could not be found in the staff files sampled. There was no evidence that the validity of references had been checked where necessary, and the reference requests seen did not ask about suitability to work with under 18s. This was also a point to be addressed at the last inspection. See S4.	
<b>Student administration</b>	
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.	Strength
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
<b>Comments</b>	
M15 Information and advice is available through a variety of channels, and in a number of different languages spoken in the team. Online interviews provide further opportunities for pre-arrival advice and support, and there are tutorials during the course.	
M18 There is no record of whether the emergency contact speaks English.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

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

#### Comments

The website is the main medium of publicity. There is also a brochure, which can be downloaded from the website, but only by submitting personal information.

M24 The brochure provides clear information on courses but the requirement to submit personal details before it can be viewed makes the information less accessible.

M28 There is a reference to “highly-trained tutors”. This is not true of all tutors at all times.

### 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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 are very clean and well maintained, with ample space, in a variety of configurations, for students and staff to work and relax. The extensive and well-kept grounds provide good outdoor space, and other communal areas on the campus have been thoughtfully organised and equipped.

P3 There are numerous areas for relaxation and for eating and drinking, with a range of different types and arrangements of seating, allowing students a great deal of choice.

P4 There are water coolers around the campus, and a wide range of food and drink is available to students.

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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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

P7 Students are given the appropriate coursebook and have access to a very wide range of well-organised learning materials.

P8 Teaching materials, including digital resources, are plentiful, accessible and well organised. Teachers have good access to computers and facilities for printing and copying.

P10 The university’s IT and library services provide a high level of additional resources, with well-equipped facilities and well-organised materials.

P11 Students receive excellent information, advice and support in the use of these additional resources, and there is also a very responsive helpdesk for technical issues.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	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.	Met

### Comments

T1 A rationale was provided for one teacher without a level 6 qualification, and was accepted in the context of this inspection. She has an undergraduate diploma in higher education, has completed one module towards a TEFLQ qualification, and is planning to complete the other two modules.

T2 The majority of the teaching staff are TEFLQ.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

All criteria in this area are fully met.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

All relevant criteria in this area are fully met.

<b>Learner management</b>	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

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

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers generally demonstrated sound knowledge and awareness, and generally provided appropriate models and examples. Some provided good explanations of language items as they arose, and some paid useful attention to aspects of phonology.

T24 Plans were clear and included detailed student profiles and highly relevant topics and materials.

T25 Learning outcomes were made clear, shared with students, and teachers often checked or made further reference to them during the class. Lessons were logically sequenced, and many activities led on to relevant homework.

T26 Teachers made use of an appropriate range of teaching techniques, including eliciting, clear instructions, checking questions, and integrating skills work.

T27 Resources were used competently, and the classroom environment was effectively managed.

T28 Teachers provided positive praise and encouragement as well as correcting errors that arose in the course of some activities. In some lessons, there was evidence of a systematic approach to correction.

T29 Lessons included review, and relevant short tasks to evaluate learning.

T30 Teachers had very good rapport with their students and made good use of personalisation and their knowledge of the group. There was good variety of interaction and students were clearly very engaged with their lessons.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Teachers demonstrated grammatical awareness and provided appropriate models. Lessons had been carefully planned with clear knowledge of students and with their needs and interests at the forefront. The techniques used were appropriate, and resources were managed effectively. Teachers had given thought to the evaluation of learning and feedback to learners and had created an atmosphere highly conducive to learning.

## 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.	Strength
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	
<p>W1 There are very good procedures ensuring the safety and security of students. The campus is regularly patrolled by a team of security officers. Risk assessments are carried out on a monthly basis by well-trained staff. Relevant staff have fire marshal training and there are regular fire drills.</p> <p>W2 There is comprehensive emergency planning in place. Senior management staff take responsibility for leading in an emergency situation on a rota basis and all staff receive thorough training. The accommodation agency has their own plan, which the school is made aware of. Risk assessments for the leisure programme include measures to take in an emergency.</p> <p>W3 Students receive a very good level of care. The university offers a comprehensive range of services, which students can access by themselves via the student hub or they can be referred to these services by the named person available to deal with student problems in the centre. Under 18s have weekly pastoral meetings with the student support officer.</p> <p>W7 Students receive very good advice and information. They have a thorough induction on arrival and a helpful student handbook. The university offers advice on all aspects of student life in the UK via the student hub and in various guides and handbooks.</p> <p>W8 First aid trained staff are always available on the campus. If students need to see a doctor, the university arranges and funds this at a local private health centre. Students have access to a 24-hour multi-lingual international help line.</p>	
Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met



W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W13 There is effective liaising between the accommodation agency and the centre. Any issues are passed on and dealt with effectively.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this area are fully met.	
<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
<b>Comments</b>	
The relevant criterion in this area is fully met.	
<b>Leisure opportunities</b>	
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.	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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
<b>Comments</b>	
<p>W23 Students have access to all the events and clubs offered by the university. Information about these is displayed on posters and accessed through the student hub. The staff member responsible for leading the weekly trips and tours talks to all new students about the programme and goes round the classes every week to keep students informed. Teachers include information about the weekly trips in their lesson planning.</p> <p>W26 Thorough risk assessments are carried out by trained staff for all on-site and off-site activities. In addition to the risk assessment there is a specific itinerary giving details of the group going out and any specific conditions to be aware of. The event is reviewed and anything relevant included in an updated risk assessment.</p> <p>W27 The trips and tours are led by a well-trained and experienced member of the student support team. Training covers health and safety and safeguarding. Only qualified coaches are used to deliver the sport and fitness activities.</p>	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
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.	Need for improvement
	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.	Not 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 scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Not 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 ELC enrolls 16- and 17-year olds on adult courses year round and in the summer. The proportion of under 18s on summer courses is generally higher than on year-round courses. There were two under 18s at the time of the inspection. They were both staying locally with family.

S4 References do not include a comment on suitability to work with under 18s. Two references were not available for all members of staff.

S6 Guidance and rules, including curfew times for under 18s outside the scheduled programme are not clear.

S7 The arrangements for accommodation provided by the accommodation agency are suitable. However, some risks associated with accommodating under 18s in the university's adult residence have not been adequately assessed. Parental permission is accepted for students to live on their own, with no responsible adult.

#### 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
Last full inspection	April 2016
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	Undergraduate and postgraduate courses in various subjects
Other related accredited schools/centres/affiliates	N/a

Other related non-accredited schools/centres/affiliates	N/a
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### Private sector

Date of foundation	1984 Regent's College was founded
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 observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	47	85
Full-time ELT (15+ hours per week) aged 16–17 years	2	7
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
<b>Overall total</b> ELT/ESOL students shown above	<b>49</b>	<b>92</b>
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	16+	16+
Adult programmes: typical age range	17–50	16–50
Adult programmes: typical length of stay	3–44 weeks	2–4 weeks
Adult programmes: predominant nationalities	Japanese, Israeli, Russian, Spanish	Mix of nationalities

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2, plus university-wide support	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The HELC was not scheduled to teach during the inspection.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	3	0
Private home	0	0
Home tuition	0	0
Residential (Reid Hall)	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses (Rathbone Place Apartments)	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	38	0
Overall totals adults/under 18s	47	2
Overall total adults + under 18s	49	