

Organisation name	Regent's University London
Inspection date	19–20 April 2016

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

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in M3, M13, M14, W28, C3 and C4 have been addressed.

### Summary statement

The British Council inspected and accredited Regent's University London in April 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general, academic and professional English for adults (16+).

Strengths were noted in the areas of quality assurance, premises and facilities, learning resources, academic staff profile, academic management, and teaching.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	2012
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	Other two faculties in Regent's University which include seven different schools
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1994
Ownership	Regent's University London (Registered Charity)
Other accreditation/inspection	QAA

### Premises profile

Address of main site	Inner Circle, Regent's Park, London NW1 4NS
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The English Language Centre (ELC) has its own designated classrooms, administration office and staffroom on the Regent's University campus. ELC students can also use all of the other university facilities, including the self-access centre, IT centre, library, the dining facilities, the sports bar, the residential accommodation and the extensive private gardens. When the school expands in the summer additional classrooms are used on the campus.

### Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	2%	7%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	30	90
Full-time ELT (15+ hours per week) aged 16–17 years	8	20
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	29 (10hrs + 3hrs guided study)	50
Part-time ELT aged 16–17 years	1 (10hrs + 3hrs guided study)	10
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	68	170
Minimum age	16	16
Typical age range	20–25	18–25
Typical length of stay	8 weeks	2 weeks
Predominant nationalities	Turkish, Colombian, Korean	Italian, Spanish
Number on PBS Tier 4 General student visas	20	28
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	29	55

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	12
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	7	
Total number of administrative/ancillary staff	5	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	8
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	10

These figures exclude the academic manager(s)

### Comments

The permanent cover teacher, who is TEFLI, is not included in the above figures as he was not required to teach during the inspection.

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

16 & 17 year-olds are enrolled on the adult General English programmes year round.

The following courses are run:

- year-round general English courses: 15 hours in the morning; 10 hours, plus 3-hour guided self-study workshop in the afternoon; 25 hours morning and afternoon
- IELTS and academic skills courses
- pre-sessional English courses twice a year
- internship programmes

The following courses are run on demand:

- business English courses
- general English courses for groups
- one-to-one courses.

## Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	0
Private home	0	0
Home tuition	N/a	N/a
Residential	4	0
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<b>Arranged by student/family/guardian</b>		
<i>Staying with own family</i>	1	7
<i>Staying in privately rented rooms/flats</i>	56	0
<b>Overall totals adults/under 18s</b>	61	7
<b>Overall total adults + under 18s</b>	68	

## Introduction

The English Language Centre (ELC) was first established in 1994 as Internexus and gained accreditation by the British Council in 1997. In 2008 Internexus was acquired by Regent's College, an educational charity. The College was granted taught-degree conferring status from 2012 and the current title of Regent's University London (RUL) was approved in April 2013. RUL is London's only independent, not-for-profit university and is based in Regent's Park and Marylebone. It is one of eight members of the Independent Universities Group.

ELC has been based in premises in the Regent's Park campus since its foundation. It is located in the Regent's Institute of Languages and Culture (RILC) which provides courses in nine languages, cross-cultural management courses and intercultural communication and cultural studies.

From September 2013 to June 2014 ELC moved off campus to nearby university premises in Marylebone while rooms on the Regent's Park campus were being refurbished. The RILC associate director informed the Accreditation Unit of this temporary relocation.

A new head of ELC and associate director, RILC was appointed in January 2015. He is TEFLQ and has substantial teaching, teacher-training and managerial experience.

ELC has plans to run an initial certificating course on an intensive basis once a year from August 2016. There are also well-advanced plans to launch an MA in Language Teaching in a blended format that will be available for closed cohorts from partner universities.

The inspection lasted one and a half days. During this time the inspectors met the following members of staff, with names used in the report referenced in brackets:

### ELC

Head of ELC and Associate Director, RILC (Head of ELC)  
Director of Studies (DoS)  
School manager  
Academic advisor  
Admissions assistant  
Social programme organiser and Admissions assistant (Social programme organiser)  
Receptionist

### RUL

Human resources officer  
Library manager  
Accommodation manager

(A new manager for RILC, who will be based in the ELC office, will be recruited in May 2016. An assistant manager will be recruited before summer 2016. An intern provides support to the ELC office during the peak summer period).

There were also meetings with the teachers and a group of students. All the teachers were observed. One inspector visited the on-site residence.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

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

### Comments

M2 The school's organogram and lines of responsibility are clear. Cover arrangements for management and administrative staff are in place and are well understood by all staff.

M3 The duties of the school manager as the member of staff responsible for the implementation of the safeguarding policy are not included in her job description.

M4 Communication is good. Staff work closely together in the open plan administration office and much daily communication is informal. The head of ELC introduced monthly team meetings in January 2016 which are minuted. The DoS holds fortnightly teachers' meetings and these are recorded in minutes and on video. The head of ELC reports to the director of RILC and they hold weekly meetings to discuss strategic issues. Weekly RILC management team meetings are held. There are quarterly RILC learning and teaching committee meetings attended by the head of ELC, the DoS and teaching and student representatives. There is no ELC student representative at the moment but the possible inclusion of a long-stay student is being discussed.

M5 A detailed and appropriate recruitment procedure is in place. A comprehensive recruitment guide for managers sets out the university's human resources policies and there was evidence of procedures being followed when problems arose. Personnel files are well maintained and up to date. However, safer recruitment guidelines are not fully in place. (See C4 below).

M7 A detailed staff induction procedure checklist is completed for each new employee. Copies of completed forms are on file. Teachers confirmed that induction procedures were thorough and that they felt supported.

M8 An annual appraisal system is in place. Every member of staff is provided a personal development review (PDR) twice a year. Managers monitor staff performance, development and collegiality using RUL's assessment matrix. There is a minuted meeting with the line manager to agree comments on the employee's performance and to set targets.

M9 Administrative staff have had external training in management skills, safeguarding and student services management. The school sponsors teachers to upgrade their professional qualifications and teachers are required to gain a relevant ELT/TESOL qualification within two years of appointment. See T10 for further comments on professional development for teachers.

## Student administration

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

### Comments

M10 Staff are helpful and friendly. Administration staff reported that the current staffing levels are only just sufficient to meet the needs and expectations of students and handle the volume of work efficiently.

M13 The school uses a standalone database to manage its student records. Staff reported difficulties in maintaining the database efficiently. The record of one student's local telephone number was missing on the printed contact details held by the emergency phone holder. A decision has been taken by management to integrate the ELC programmes onto RUL's student record system. Work started on the project in autumn 2015 and the inspectors were told that the aim is to have the integration completed before the start of the new academic year in August 2016. The new system will include student recruitment and admissions processes, programmes and timetabling, student information, reporting tools and a self-service web portal. Among the benefits for ELC will be students' access to the RUL virtual learning environment and automation of absence reporting. See also M14 below.

M14 Attendance registers are completed manually. Sampling revealed inaccuracies in the completion of registers. One student who had left the school a week before the inspection had been marked as absent.

## Quality assurance

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

### Comments

M16 The points to be addressed from the last inspection have been addressed apart from some points relating to signage and to the supervision of under 18s. See R5 and C3, old W35, below.

M17 There is a commitment to continuing improvement based on staff meetings and the detailed analysis of student feedback. Recent projects include the introduction of new placement procedures following meetings with teachers and the decision to store tutorial records and class records online.

M18 Initial feedback is obtained in the first week. A continuers' questionnaire is administered every Friday. The results are analysed using an online data analysis system, introduced in November 2015 in conjunction with the RUL registry, which enables the school to respond quickly to students' feedback and suggestions. An *RILC ELC Questionnaire feedback bulletin* in the format of 'What you said; What we did' is posted in classrooms each term.

M19 Staff have opportunities to give feedback at meetings and appraisals. Staff are also invited to complete an anonymous survey on their experience of working at the school. Some of the actions taken following the results of the last RILC ELC staff survey include the decision to move the ELT operation back to the RUL campus with the aim of making staff and students part of the university rather than as a separate institution. Another key response to the survey question of whether staff pay reflected the work they do was the decision to reduce the amount of teaching by two hours a week. This was appreciated by teachers as it allows them more time for preparation and marking.

M20 The student handbook includes a brief and accessible complaints procedure with details of an external body which will take up complaints not dealt with satisfactorily by the school. Complaints procedures are displayed in the school. Complaints are recorded in the academic complaints log and are taken very seriously. Follow-up and action is taken by the head of ELC and the university HR manager as appropriate and an example of this was seen at the inspection.

## Publicity

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

### Comments

ELC's publicity materials are produced and coordinated by the university marketing team and comprise a website and printed brochure, as well as videos on social media.

M21 Publicity materials are attractively presented and written in accessible accurate English.

M23 During summer 2015 two students under 16 were accepted; they had one-to-one lessons and were accommodated in the RUL residence on campus, each sharing a room with his/her adult relative. There is a reference on the website to an 'IELTS centre on campus' which is inaccurate. This statement was removed after the inspection.

M24 The IELTS course is inaccurately described as 'Cambridge/IELTS'. This was corrected after the inspection.

M25 The costs of the leisure programme are not given. These were added after the inspection.

M28 Teachers are accurately described as highly qualified. The academic advisor, who does not teach, is included in the list of ELC teachers on the website. Her name was removed from the list after the inspection.

M29 The website refers inaccurately to programmes which are 'accredited by the British Council/Accreditation UK'. This statement was removed after the inspection. The brochure displays the Accreditation Scheme marque with the inaccurate wording of 'All our courses are taught by British Council'.

## Management summary

The provision meets the section standard. The management operates to the benefit of both students and staff and in accordance with its publicity, although the brochure displays the Accreditation Scheme marque with inaccurate wording. There is good communication within the school and with other faculties. Recruitment and induction procedures are thorough. There is a need for more efficient student administration procedures. Quality assurance procedures are thorough and effective.

## Resources and environment

### Premises and facilities

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

### Comments

R1 The university is set in extensive grounds in the middle of Regent's Park. Classrooms accommodate maximum class sizes comfortably.

R2 The premises are in an excellent state of repair, cleanliness and decoration. The main reception and many of the classrooms have been refurbished to a high standard.

R3 ELC has seven dedicated classrooms on the ground and first floors of one of the university buildings. All the classrooms are well furnished and remarkably free from extraneous noise. In the summer ELC has use of eight

additional classrooms in an adjoining building on campus.

R4 Students can relax in a large number of places on campus including a student common room which is shared with students from other faculties, a cafeteria, deli bar, brasserie, bar and coffee shops. There are attractive seating areas in the central quad and elsewhere around the campus.

R5 Overall the criterion is met. Noticeboards in classrooms and in the main corridor near the administration office are well maintained. However, signage indicating the location of classrooms and indications of how to move around the university campus are confusing and sometimes missing. Laminated signs to ELC classrooms have been provided in an attempt to address this issue, which was a point to be addressed at the last inspection. See also W2.

R6 The teachers' room is shared with RUL visiting lecturers but ELC teachers have a dedicated area which is spacious. Teachers have their own study carrels and ample storage space for personal possessions. However the DoS is based in the administration office which is inconveniently located at some distance from the teachers' room.

### Learning resources

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

### Comments

R8 A wide selection of appropriate published materials is provided in the teachers' resource room. This includes coursebooks, examination preparation materials, skills development books, games, journals and teacher resource books. Dictionaries are available for use in the classrooms. There is a good supply of interactive software and online tools. Teachers have easy access to computing and photocopying facilities.

R9 All classrooms are equipped with interactive whiteboards as well as speakers for audio playback. ELC's educational technology is well maintained by the university's IT Services department. The service was praised by teachers at the focus group meeting.

R10 Students may access the RUL self-access centre, library and IT centre. The self-access centre is spacious and furnished with tables and chairs, study pods and computer docks. The large library has an extensive collection of DVDs in English which students may borrow and a small selection of guided readers, novels and coursebooks. There is a more extensive selection of graded readers in the administration office, which students may borrow. RUL provides access to over 300,000 online books both on and off campus.

R11 Students are given guidance on the use of the library and self-access facilities at induction and information is available in the student handbook. However, students' use of the library facilities and other self-access facilities is not regularly monitored, for example, during student tutorial sessions.

R12 The DoS regularly seeks feedback from teachers on the coursebooks being used and on the development of resources. There is good budgeted provision for the purchase of new resources and training is provided as needed.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The university is set in attractive grounds. The facilities are extensive and the buildings are in an excellent state of repair. The school's learning resources and teaching facilities support the studies of the students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

#### Academic staff profile

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



**Comments**

T2 There were 10 teachers at the school at the time of the inspection of whom eight were TEFLQ, the remainder TEFLI.

T4 The DoS is TEFLQ and has substantial relevant experience. She has been in post for over three years.

**Academic management**

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

**Comments**

T6 Teachers are assigned to courses according to their preferences and their areas of expertise. The DoS tries to ensure that teachers are challenged to extend their teaching repertoire.

T8 An hourly-paid teacher is employed to provide teaching cover and assist with students' induction and testing. Teachers who are not teaching in the afternoon agree to act as standby teachers if required. The DoS and the Head of ELC, who is TEFLQ, provide emergency cover if needed.

T10 The DoS provides a very good level of support and guidance which teachers appreciate. In-service training sessions take place every month and many sessions are led by teachers. Teachers are also encouraged to attend external training events. The school gives financial support for teachers who wish to upgrade their qualifications. Since 2014 three teachers have received full funding on TEFLQ courses.

T11. New teachers are observed in the first four weeks at the school. TEFLI teachers are observed twice a year and TEFLQ teachers at least once a year. Observation records were sampled and found to be constructive. Teachers carry out peer observations at least once a year. Observation feedback is discussed at teachers' PDR sessions.

**Course design and implementation**

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

**Comments**

T12 The principles of course design are stated in the teachers' handbook. General English courses are based on coursebooks and teachers are free to adapt and supplement them as and when they think it benefits their students. Afternoon classes are skills-based courses for students studying only in the afternoon or as a supplementary course for students studying in the morning.

T13 Courses and materials are reviewed every 12 weeks. Materials are selected and updated based on feedback from students and teachers. Teachers evaluate and review their course and comment on feedback received from students at the end of each 12-week term, using a module monitoring form which was introduced in January 2016.

T14 Weekly schemes of work are posted in classrooms but there was no evidence that they are used as working documents and they do not include intended learning outcomes.

T15 The teachers' handbook includes guidelines on encouraging learner independence. Students are taken to the library during their induction and are encouraged to make use of the facilities. A weekly 'language doctor' session has recently been introduced and students may book a 15-minute session to discuss their progress with a teacher. The DoS and teaching team are keen to promote this new strategy which will enable students to gain further benefit from their programmes.

T16 Teachers take their morning class on a local trip once per session and participation in the school's leisure programme provides some opportunities for students to develop their language skills outside the classroom.

Students benefit from being part of the university, with over 144 nationalities represented. This gives them

opportunities to communicate in English with other students in the shared common room and on campus. Students studying on the ELC general English morning programme are given the opportunity to attend a range of undergraduate and postgraduate seminars and lectures. They may discuss any language problem areas with a tutor after the seminar/lecture.

### Learner management

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

### Comments

T17 Students do an online placement test with a writing component, and then have an interview to assess their speaking. Learning objectives are set and reviewed at tutorials.

T18 Students' progress is monitored through entry and progress tests and monthly tutorials.

T19 The academic advisor and the DoS are responsible for keeping up to date with relevant examinations and communicating any changes to staff and students.

T21 An academic English test, which is recognised by some universities for entry to their courses, may be taken by all students at the end of their course.

T22 The academic advisor and DoS provide information and support for students interested in applying to enter mainstream UK education. An external careers advisor holds careers and business workshops every six weeks. RUL open days are held throughout the year. In the last three years 87 students at the school have moved into foundation or degree courses at RUL.

### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All

### Comments

None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T23 Teachers demonstrated very sound knowledge of linguistic systems, modelled language accurately and gave clear explanations. Good use of phonemic script and marking of stress was observed.

T24 Detailed lesson plans were provided and excellent class profiles showed evidence of taking students' personalities, interests and language styles into account.

T25 Lessons were appropriately staged and there was a clear link between activities and aims in most lessons. Coherence was demonstrated through warmer and wind-down activities and reference to previous lessons.

T26 A range of teaching techniques that were appropriate to the focus of the lesson were seen, such as pair and group work and role play. Nomination was insufficiently varied in some lessons and a few teachers spent too long giving explanations rather than eliciting meaning through concept questions.

T27 There was very good use of resources. IWBs, data projectors, TVs, social media and whiteboards were all used effectively to promote learning.

T28 Teachers monitored learning well overall but a limited range of correction techniques was observed. Students who attend afternoon skills classes benefit from opportunities for correction of pronunciation and additional feedback on their spoken performance.

T29 Teachers set up a wide range of activities. In several classes teachers paid close attention to ensuring that homework assignments had been completed and checked.

T30 It was clear from class profiles that teachers knew their students well. Students participated fully in most class activities and teachers gave individual attention as needed. In a few classes there was very little personal nomination, which might have further engaged students.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. Lessons ranged from good to very good, with the majority of segments observed being judged to be good. Teachers had a sound knowledge of linguistic systems. Lessons were well planned and took account of the needs of students. Resources were very well managed and teachers had a good range of teaching and monitoring techniques. Rapport was good in all classes.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff profile is impressive. Teachers are very well supported and monitored by the DoS and efficient academic procedures are in place. Programmes of learning are appropriate to students' needs and are specified in detail for teachers' guidance. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management* and *Teaching* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 Safety and security onsite is maintained by Regents University. There is a swipe card entry system to all parts of the university with security staff on duty at peak times. Fire drills are supervised by fire marshalls and conducted four times a year. First aid is provided by trained personnel who can be called on a dedicated number prominently displayed on telephones on campus. All staff and students are issued with identity cards, although these are not on lanyards or pins, which means that they are not easily identifiable on campus.

W2 Pastoral care is provided by the administrative team. A leaflet is available listing places of worship. There is a very small prayer room on the campus, though there is no signage to direct students there. (See also R5.)

W3 The school manager is named as the person responsible for dealing with personal problems. This is explained in the student handbook and at the induction meeting. Photos of relevant personnel are displayed on a noticeboard and on the website.

W4 Policies and procedures for dealing with abusive behaviour are detailed in the student, staff and teacher handbooks. All staff have undergone basic Prevent training.

W5 Students are issued with a card containing the emergency number at induction.

W6 Students receive comprehensive information about getting from their arrival point to their accommodation, including a route planner and a map. A meet and greet service is available, with costs displayed on the website and confirmed in writing at the time of booking.

W7 The student handbook and the induction meeting offer useful information on various aspects of living and studying in the UK, including eating out, going to the gym, discounted travel and buying a mobile SIM card. Legal restrictions are also set out.

W8 There is practical and sensible information on getting medical and dental help on the website and in the student handbook. Specific relevant issues are mentioned, including understanding the difference between emergency and non-emergency treatment. Administrative staff help students register with doctors when necessary.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The majority of ELC students find their own accommodation or stay with family members. Of the 68 students studying at the time of the inspection, only four were in accommodation arranged through RILC. ELC uses two accommodation agencies for placing all its students during the academic year. Both are registered with the British Council.

During the summer ELC uses Reid Hall, an RUL residence on campus. Reid Hall is a 1913 building immediately opposite the main teaching areas. It offers single, twin or triple bedrooms with shared bathrooms, laundry facilities and a common room area. There is also a small kitchen on each floor. All areas are in a very good state of repair and decoration with further refurbishments planned for December 2016.

### Accommodation: all types

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

#### Comments

W14 The school manager and her assistant reported that the relationship between the agencies and the school was very good, with agents being quick and efficient at dealing with unexpected requests or complaints. Feedback is collected from the school at the end of the first week and any accommodation issues are immediately passed on to the relevant registered accommodation agency.

### Accommodation: homestay

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

#### Comments

None.

**Accommodation: residential**

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

**Comments**

W22 Communal areas are cleaned on a daily basis in Reid Hall. Students are responsible for cleaning their own bedrooms.

**Accommodation: other**

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

**Comments**

W24 ELC students are able to use the RUL accommodation office for information and advice on seeking private accommodation.

**Leisure opportunities**

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

**Comments**

W26 Students are provided with a London guide of the month and the RUL activities brochure at their induction, both of which contain useful information about activities and events in London, but events are not selected or highlighted according to what might interest ELC students.

W27 The leisure programme is clear and offers a mix of sporting and social activities from Thursday to Sunday during the academic year, with extra events on Wednesdays for the summer groups. Students are also able to make use of RUL facilities, including the gym and evening exercise classes. However, there is little variety in the format of the programme; for example volleyball is offered every Thursday throughout the year.

W28 Risk assessments are carried out for all events both on and off campus and staff student ratios are adhered to but there are no guidelines or procedures for responding to potential emergencies. The school uses an independent operator for its weekend excursions, which students book directly. However, the school has no documentary evidence available on the tour operator's policies and procedures.

**Welfare and student services summary**

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. Accommodation is suitable and accommodation systems work to the benefit of students.

**Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

ELC enrolls 16 and 17 year-olds on its adult courses and this is made clear in all publicity. During the time of the inspection eight of the 68 students registered were under 18, seven of whom were staying with family members. In the summer this percentage increases but the minimum age remains the same.

C1 The new safeguarding policy 'addendum' March 2016 is detailed and thorough and names the school manager as the member of staff responsible for the implementation of the safeguarding policy. Clear and sensible information is provided in the teachers' handbook and good general safety information is set out in the students' handbook.

C2 All teachers and administrative staff sign to say that they have read and understand the safeguarding policy and all staff have undergone basic level safeguarding training. The school manager has been booked on an advanced training course which has been postponed until May 2016 for health reasons.

C3 There is no information available before enrolment about the level of care under 18s can expect to receive during or after scheduled activities.

C4 Recruitment is managed through the RUL human resources department. Procedures are generally very thorough and staff files sampled were well organised and complete. However, some aspects of safer recruitment are not followed; there is no warning about gaps in CVs and referees are not asked to comment specifically about the candidate's suitability to work with under 18s. (See also M5 above).

C5 Under 18s are identified on the registers and carry a different colour identity card. Risk assessments for scheduled activities make specific reference to under 18s.

C6 The school manager holds separate meetings twice a week for the under 18s. Information on the law and school rules is set out clearly in the student handbook. There is a separate sheet for under 18s but clearer guidance for students aged 16 and 17 on what they may do between and outside lessons and activities is needed.

C7 The accommodation guidelines provided by the agency that deals with under 18s are exemplary, although it was not possible to verify that these were being followed. During the academic year, all under 18s are accommodated in homestays. In the summer Reid Hall is used.

#### Care of under 18s summary

The provision just meets the section standard. The provision for the safeguarding of students under the age of 18 within the organisation, during scheduled leisure activities and in accommodation is adequate but some aspects of safer recruitment best practice are not followed and more needs to be done to ensure that parents and legal guardians are aware of the level of supervision offered.

