

Organisation name	Swansea University - English Language Training Services (ELTS)
Inspection date	29 April – 3 May 2013

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"/>

### Recommendation

We recommend continued accreditation.

### Publishable statement

The British Council inspected and accredited Swansea University ELTS in May 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/accreditation](http://www.britishcouncil.org/accreditation) for details).

The large English language teaching department of this university offers courses in general and academic English for adults (16+).

Strengths were noted in the areas of staff management, academic management, course design, learner management and teaching.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	August 2009
Subsequent spot check (if applicable)	February 2010
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools/affiliates	None
Other related non-accredited activities (in brief)	<p>ELTS offers a Cambridge ESOL Certificate in English Language Teaching to Adults; it also provides the Swansea English Language Test (SWELT) and Swansea Test of English for Academic Purposes (STEAP) to test the English language proficiency of applicants to the university.</p> <p>The university offers a BA in English language/literature and TEFL and a MA in TEFL.</p> <p>The International College Wales Swansea (ICWS), which is run by Navitas for the university, runs pre-undergraduate and postgraduate foundation programmes.</p>

### State Sector

Type of institution	University
Other accreditation	N/a

### Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
Emily Phipps Building Hendrefoelan Campus Swansea University Swansea, SA2 7NB	Grove Extension Building Swansea University Singleton Park Swansea, SA2 8PP	N/a

#### Comments (including details of any additional sites used but not inspected)

ELTS is located on a wooded 70-acre site where most of the other buildings are student residences, providing self-catered accommodation for some 1,600 students. There is also a branch of the university library, a mini-supermarket and a launderette, as well as an office for university security staff. ELTS uses most of the space in the Emily Phipps Building, with a small number of offices being occupied by widening participation staff and a research team from unrelated departments. There are 14 classrooms, one large lecture room, a students' common room with dining facilities, a self-access room with 12 computers, a teachers' resources room, a staff room, a small meeting room and two segregated prayer rooms. There are 14 shared offices and three individual offices for staff, plus a reception desk. There is a cafeteria in the main entrance area, which serves hot food, snacks and refreshments. The main campus, where all teaching departments apart from ELTS are located, is about two and a half miles away and is connected to Hendrefoelan student village by a bus service. ELTS has three individual offices and a large shared office on the main campus in the Grove Extension building; these are for staff working on the in-session programme and on tests. Unlike in the Emily Phipps Building where the classrooms are dedicated to ELTS, teaching rooms on the main campus are centrally timetabled. During the summer, the pre-session programme is located on the main campus and teaching and office space is booked there.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	28% (of year-round total)	70% (of summer total)
<b>EFL/ESOL Students</b> (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	101 (ft EFL) + 678 (pt EFL - in-session) = 779	279 (all ft EFL)
Number on PBS Tier 4 General student visas	89 (ft EFL) + 427 (pt EFL) = 516	202
Number on PBS Tier 4 child visas	1	0

Number on student visitor visas	20 (ft) + 47 (pt) = 67	77
Number on child visitor visas	0	0
Full-time ELT (15+ hours per week) 18 years and over	101	279
Part-time ELT 18 years and over	678	0
Under 16 years	0	0
Aged 16-17 years	0	0
Minimum age	18	18
Typical age range	18 - 26	18 - 26
Typical length of stay	20 weeks (ft EFL) 3 years (pt EFL)	6 weeks
Predominant nationalities	Chinese, Saudi Arabian, Libyan, Angolan, Iraqi	Chinese, Saudi Arabian

<b>Staff profile</b>	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	26	37
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10-19 hours/week	23	
Number teaching ELT 20 hours and over/week	0	
Total number of additional support/ancillary staff	4	

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL 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

English for academic purposes courses are run year-round and during the summer. General English courses are offered during the summer.

### Introduction

Swansea University is the third largest university in Wales with some 18,500 students, approximately 2,800 of whom are international. It is structured into six colleges, covering a broad range of disciplines. It has particular strengths in Engineering and Medicine.

ELTS is part of Student Services and has a university-wide remit to teach English language to prospective and current students of the university, including students attending ICWS, which is owned by Navitas (a private educational services agency) and was established as an affiliate college of the university to provide undergraduate and postgraduate foundation programmes.

ELTS runs both year-round and summer courses. At the time of the inspection, three year-round courses were running: English for University Studies (EUS), a ten-week Pre-Masters Business English Programme (PMEP) and an inessional Academic Success Programme (ASP). The first two of these are full-time courses in English for academic purposes: EUS is both for ICWS students and for students preparing to join an academic programme directly after taking a subsequent preessional course; PMEP is mainly for students preparing to join the ICWS Pre-Masters Management Programme, although it can also be a direct pathway to postgraduate Business courses in

the university. ASP is a part-time English language and study skills support programme of term-time courses, drop-in classes and individual tutorials which are open to all Swansea University students, including first-language users of English.

ELTS offers English language courses to ICWS students both prior to and during their foundation programmes. ICWS students are enrolled both with ICWS and the university and ICWS takes responsibility for their welfare and accommodation.

During the summer, ELTS continues to run EUS and offers a preessional English programme which has discipline-specific streams for Business, Engineering, Arts & Humanities and Health Sciences. There is a separate Law preessional course and it is planned to offer another separate preessional course for Health Sciences in summer 2013. ELTS also offers a general intensive summer course to students who have no immediate plans to join a programme of study at the university. This course serves as a taster for further study at the university.

ELTS is located in the Hendrefoelan student village, which is two and half miles from the main campus. The university has just started construction work on a new campus near the marina, which will accommodate the colleges of Engineering and Business & Economics. This will free up space on the main campus and it is planned to relocate ELTS either to the main campus or to the new campus when space becomes available. There is no timescale for this yet.

The inspection took five days and included interviews with the vice chancellor, pro vice chancellor for internationalisation, pro vice chancellor for student experience and enhancement, registrar (who is the chief operating officer and has overall responsibility for ELT), director of student services, head and deputy head of ELTS, co-ordinators of the EUS, P MEP, preessional, general intensive summer and Academic Success programmes, deputy co-ordinator of EUS, testing co-ordinator, departmental administrator, clerical assistant, receptionist, departmental health and safety representative, student accommodation allocations manager, head of academic support in the library and information centre, subject librarian for Arts and Humanities including ELTS, librarian of the South Wales Miners' library, and the human resources officer with responsibility for ELTS. All teachers teaching at the time of the inspection were observed. Focus groups were held with staff and students. One inspector visited residences in the student village and on the main campus and a student house near the main campus.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication	<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 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

M2 The head of ELTS reports to the director of student services, who has a TEFL background. The deputy head of ELTS is in charge of the academic management team of course co-ordinators who line-manage the tutors. The departmental administrator reports to the head of ELTS and manages a team of three. The structure is admirably clear and there are good arrangements to ensure continuity throughout the year.

M4 ELTS is well integrated into the university with good representation on university committees and good championing at senior levels. The head of ELTS is respected and his work valued across the university. There are good formal and informal channels within ELTS, including minuted weekly team meetings and termly meetings of the management team and for all staff.

M5 There is a welcome trend towards establishing a predominantly TEFL qualified cadre of teachers for EAP courses.

M6 It is rare for students under 18 to be admitted and at the time of the inspection prospective employees were not sent this information. Subsequent to the inspection, a new page was added to the website about employment opportunities at ELTS which gives this information using the same words as the criterion.

M8 ELTS has an online induction programme, managed by the deputy head and the course co-ordinators, which supplements the university programme which is run every two months.

M9 There are good systems in place for monitoring staff performance. All new staff enter the probation scheme for their first six months. An initial probation meeting sets targets, which are monitored at an interim review. More senior tutors are teamed with new staff and the deputy head can appoint a mentor to help with poor performance.

M10 The university offers a generic professional development programme which all staff are required to participate in, by joining at least one training event per year. In addition, ELTS runs fortnightly professional development sessions, which have recently focussed on developing the BALEAP EAP teacher competencies. There has been support for ELTS staff to gain higher qualifications: four members of the department have recently completed MAs and two are close to completing them. The department has encouraged staff to present at conferences, such as BALEAP.

**Student administration**

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

M11 The administrative team has recently been strengthened by the appointment of an additional clerical assistant during the busy May to August peak period, which is to be welcomed. The ASP has little administrative support, so has adopted an online registration system.

M15 Students are made aware of attendance requirements at induction and there is a clear chart in the student handbook explaining how absence is dealt with. Course co-ordinators enter data from classroom registers onto a spreadsheet which calculates weekly attendance as a percentage. The receptionist sends out letters to students whose attendance falls below the threshold.

M16 The sanctions for non-payment of fees and unsatisfactory attendance include de-registration and are clearly explained. Plagiarism is dealt with in a supportive way, but there are clear sanctions. There have been no disciplinary cases leading to exclusion in the past two years, but the sanctions including a student being asked to leave are clear.

**Quality assurance**

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

M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M18 There are robust systems of review in place through the management team meetings, which also function as a teaching and learning committee and report to the undergraduate and postgraduate boards. The ASP is reviewed within students services and through the Swansea academy for inclusivity and learner support (SAILS). Teaching staff rotate to gain experience of different programmes and professional development includes a process of 360° review to encourage self-reflection.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M25 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The web site is the predominant medium. A leaflet was in use until recently, but stocks are exhausted and it is no longer distributed.

M25 & M26 At the start of the inspection, times of classes, non-teaching days within the course and the minimum enrolment age were not given. However, changes were made to the website during the inspection and these two criteria are now met.

#### Management summary

The provision meets the standard and exceeds it in staff management, which is an area of strength. The management operates to the benefit of its students. Student administration is efficient and there are effective systems of quality assurance. Publicity is clear and accurate.

#### 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 type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 This criterion is well met. The Emily Phipps building has a generous amount of space for both students and staff.

On the main campus, there is sufficient space for both staff and students of the ASP.

R3 This criterion is met, but on the main campus one of the classrooms allocated to the ASP had fixed seating arranged for lectures, which is insufficiently flexible for language teaching.

R4 There is a pleasant student common room in the Emily Phipps building and another large room which has video projection facilities and a table tennis table. A satisfactory choice of affordable, appropriate hot food is available to students on site, although the variety can be limited after 1.00 pm when some options tend to sell out. There is a wide range of affordable food available on the main campus.

R5 This criterion is met, but the wealth of notices and other visual material on display in the ELTS building sometimes distracts from or even obscures important information.

R6 Staff have either individual or shared offices, which afford a good amount of space for lesson preparation and the storage of possessions. There is a large room in Emily Phipps which is used for staff meetings. There is a small teachers' common room, but this is not much used.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<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 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R8 There is a well organised, well maintained, up-to-date collection of books, CDs and DVDs, including class sets of more heavily-used titles. There are two networked photocopiers and an A3 laminator.

R9 The classroom technology available in the Emily Phipps building is adequate. There are OHPs and CD players in each classroom. There are four portable data projectors which can be used with laptop computers and portable speakers, plus two wheelable data projection pods. There is a fixed data projector in the lecture room. Support is provided by the central media services department, but this arrangement is not very satisfactory because of the distance of ELTS from the main campus. There are better facilities in classrooms on the main campus.

R10 This criterion is met, but the collection of self-access resources for EFL students is rather thin and scattered. The main library has a well-displayed selection of study skills books in the entrance area and books on linguistics and language learning for MA TEFL students on shelves on a lower floor. The South Wales Miners' library on the Hendrefoelan campus has a collection of simplified readers, a well-displayed collection of CELTA resources and a small collection of EFL books. ELTS has its own collection of readers and some course-related self-access resources in the students' self-access room. However, the lack of a distinct EFL collection in the library with suitable display arrangements makes these resources rather inaccessible to EFL students.

R11 Students receive induction to the main library during the pre-session programme. During the academic year, the Miners' Library is more convenient and staff there are very approachable and helpful.

R12 This criterion is well met. Course co-ordinators collect feedback from tutors at the end of each term and take account of this alongside student feedback. In any down time between terms, tutors are tasked to review different areas of the syllabus and present ideas for development to a team meeting. Agreed changes are implemented after consideration by the co-ordinator.

### Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider and offer an appropriate professional environment for staff.

## Teaching and learning

### Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	9

Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	6
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	7
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
<b>Total</b>	26

These figures include the academic manager(s)

#### Comments

None.

#### 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 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 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"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T2 This criterion is met. It would be desirable for there to be a higher proportion of TEFLQ teachers deployed on EAP courses. However, there is a clear trend in this direction which is supported by the institution. All teachers have sufficient relevant experience and are well supported by a programme of in-house professional development (see M10).

T4 The director of studies is well qualified and suitably experienced. The academic management team meet the minimum requirements of the Scheme in terms of EFL qualifications and experience. Two members are currently completing MAs in TEFL.

T6 This criterion is met, but the dates when original qualifications certificates were inspected were not recorded.

#### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T7 The head of department and the academic management team supervise this effectively. Teachers have experience of more than one programme because of summer work. They are encouraged to teach on different programmes, including the Academic Success programme.

T8 The academic management team support the deputy director to manage a complex inter-locking timetable of different courses which takes account of teacher preferences and of the needs of students in terms of religious observance, travel times and safety. At Emily Phipps, a staggered timetable effectively manages pressure on the



small cafeteria to ensure that the member of staff there is not overwhelmed in breaks between lessons. On the main campus, rooms are centrally timetabled, but ELTS have secured the use of the same two rooms for all of the generic ASP classes.

T9 Teachers are allocated periods on the timetable when they are available for cover. In emergencies, teachers who are not teaching can cover. No classes have been cancelled for want of cover.

T11 There is a very supportive ethos in the department, which comments from teachers confirm. Peer observation is encouraged and has taken place frequently. All new teachers are observed early on. Marking buddies are appointed to give support on assessment and there is double marking of assignments. Friday teachers meetings support lesson planning.

T12 Frequent observation is carried out and written feedback is detailed and supportive. Teachers confirmed that they found the feedback helpful. Because of staff absence, there was a lapse in observations by academic management in 2012, but a systematic peer observation was carried out at this time and subsequently observations by an academic manager have resumed on a regular basis.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T13 Three courses were seen in action (EUS, PMEP and ASP) and a further two courses were looked at on paper (preessional and general intensive summer courses) along with two business English modules that ELTS teaches for ICWS. There are clear design principles for all courses, which are primarily skills-based. For EUS and PMEP, a coursebook forms the basis of an integrated skills design which focuses on particular skills in some lessons and pulls these together through a portfolio of assessed tasks. Considerable thought has been given to assessment, which has a major wash-back effect on course design. The balance between more formative portfolio-based assessment and a summative test in EAP has been reviewed recently and appears to be working more effectively. The PMEP has carried the process of integration a step further and incorporates educational trips which give students practice in producing business plans. A particularly useful classroom resource is a series of business lectures on video given by international lecturers at the university. The ASP has evolved rapidly from a programme of skills-based courses and drop-in classes for EFL students, mainly focussing on academic writing and grammar, to a more broadly-based study skills programme, including courses on critical thinking, presentation and exam skills, which are open to any student in the university. Individual tutorials, which can be booked online, have been added to the programme and are proving popular. Attendance of ASP courses is not compulsory and numbers fluctuate, so individual lessons are sensibly designed to be relatively self-contained. A new development which is to be encouraged is the delivery of special courses for cohorts of students referred by particular academic colleges. The preessional programme is grouped into four discipline-based streams and in the cases of Law and, starting this summer, Health Sciences, there are special courses with their own subject-specific lecture components. The general intensive summer programme is a more standard EFL course, based on a coursebook with supplementary skills lessons and a related leisure programme of trips and events. It also acts a taster for students contemplating further study at the university.

T14 All courses have a similar process for review, involving the collation of student feedback which is analysed by the co-ordinator and considered at an end-of-course teachers' meeting. The preessional and Academic Success programmes receive input from the academic colleges which has led to the development of more subject-specific courses and workshops. There is a welcome move to incorporate more online and computer-based resources in courses. It will require more buy-in from teachers before IT-based innovations can be embedded, but there is championing both from management and from a number of enthusiasts in the department.

T15 The student handbook includes course descriptions in an officially-sanctioned template which satisfy university requirements but are not user-friendly for EFL students. However, students are also given more linguistically accessible course guidelines which are explained to them by their teachers.

T16 General guidance on each course is included in the staff handbook. More specific guidance is provided in different formats: for PMEP there are notes inserted into the student guidelines; for EUS there is a set of guidelines for assessing student portfolios. Lesson plans showed that tutors take account of both course objectives and student needs. Guidance is fuller for some programmes than others.

T17 The development of study and learning strategies is inherent in EAP courses and strongly so in those offered by ELTS. The general intensive summer programme also incorporates the development of these strategies.

T18 The PMEPE and preessionals incorporate trips and educational visits, such as to a chocolate factory and to Bristol, which link well with the syllabus and prepare for life in the university or the business world. The ASP includes a talk club to help students develop social English.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T19 A placement test is used on EUS, PMEPE, the preessionals and the general intensive summer programme. On the latter, the test and an oral interview are the main placement tools, but on the other courses, considerations such as incoming IELTS grade, subject area, level of future academic programme, nationality and gender are more important and the placement test is used mainly as a diagnostic writing tool.

T20 Formative assessment is an important element of all courses. On the preessionals, students are allocated a portfolio tutor with whom they have a weekly 20-minute individual tutorial and a record is kept. The tutor consults with the co-ordinator over any issues. A similar system is used on EUS. Class changes are rarely necessary and should happen by the end of week two. There are fortnightly assessed assignments. On the PMEPE, there are weekly business plan tutorials, reflect and review sessions on Thursdays and mid-term interviews with the tutor. A member of the ELTS management team is responsible for ICWS relations and liaises with them weekly on student progress. On the ASP, there is a revision test on the academic writing course and records are kept of individual tutorials.

T21 Students normally take the Swansea test in English for academic purposes (STEAP). A business-oriented version of this is being developed for the PMEPE. Some students are advised to take IELTS if they decide to apply to another university.

T22 Detailed written assessment criteria are available for the preessionals, EUS and PMEPE. Students commented generally favourably on the newly-developed assessment matrix. The weighting between the portfolio and the exam is clearly specified in the student handbook. On EUS, examples of completed tasks show students what is expected.

T23 This is not usually applicable. Reports are written for ICWS if a student is having problems and references are also written to support applications to other universities. On the preessionals, grades are sent to admissions and matched with conditional offers. Some colleges request detailed results.

T24 On EUS, students are referred to academic departments or to the careers office for information and advice. ELTS tutors may talk to a department on a student's behalf. PMEPE students attend the university open day for postgraduate students and meet their future tutors. In week two, they attend a guest lecture in the business school. ICWS also arranges an orientation day towards the end of the course. The careers office holds fairs at which other universities are represented.

### Classroom observation record

Number of teachers seen	24
Number of observations	24
Parts of programme(s) observed	EUS, PMEPE, ASP

### Comments

All teachers on the timetable were observed with the exception of two teachers who were off sick.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T25 Teachers generally made good use of a standard lesson plan template, including sufficient detail and taking account of the need to differentiate. However, there was no reference to learning outcomes and timings were sometimes ambitious.

T26 There was evidence of good referring backwards and forwards and teachers used good lead-ins and logical staging to move through well thought-out lesson segments.

T27 Good elicitation was used both for ideas and language; gesture and body language were employed well to prompt students. There was also sound group work and good vocabulary teaching, e.g. using collocation. Good questioning techniques were also used, including questions to check understanding. There were examples of effective pronunciation teaching with individual repetition and chorusing. However, in a small minority of segments not enough practice was given and in some segments the methodology was overly presentational, giving students insufficient opportunity to participate actively.

T28 Resources such as they were were handled well. Whiteboard management was satisfactory. There were examples of well-conceived worksheets, which facilitated student interaction. On the ASP, there were helpful take-away worksheets designed for self-access study between classes. However, in some segments worksheets with small fonts were inappropriately displayed on an OHP or visualiser and were difficult to read.

T29 Teachers showed generally sound knowledge of linguistic systems. However, there were occasional lapses in the marking of word stress and some inconsistent and incorrect formatting of citations.

T30 For the most part, correction was judicious and plenty of positive feedback was given. Reformulation was well used. In some of the better segments, effective use was made of gesture. However, in some segments, there were missed opportunities to correct and in a small minority of segments the teacher gave the correct answers to a task with little opportunity for students to reflect.

T31 In all segments, students were fully engaged in learning tasks. There was generally a good range of activities with plenty of opportunities for students to participate actively. Teachers tried to ensure that there were equal opportunities for all students. Instructions were clear and there were good check questions. In some of the better segments, activities were not static and students moved around. However, in a small minority of less good segments the teacher was too dominant and did things which the students should have done.

T32 Teachers showed real sensitivity to student needs. Class profiling was very good. Students were given praise and encouragement and, most importantly, treated like adults.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent, with predominance being good or excellent. Lesson coherence, teaching techniques, classroom management and sensitivity and learning atmosphere were good. If planning included learning outcomes and citation practices were standardised, the provision would be even better.

#### Teaching and learning summary

The provision meets the requirements of the Scheme and exceeds it in some areas. There are strengths in the areas of academic management, course design and implementation, learner management and classroom observation. The academic staff profile is satisfactory and shows a trend towards improvement. The teaching observed easily meets the requirements of the Scheme.

### Welfare and student services

#### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 On the main campus, 28 security staff and the university porters, all of whom are trained in first aid, are concerned with the safety and security of students and others. The majority of buildings have a reception desk where access is supervised. There are patrols around the clock and some 90 CCTV cameras record activity on the campus. Fire alarms are tested weekly and there are full, timed building evacuations at least twice a year.

The Hendrefoelan campus is also patrolled by security staff and has a number of CCTV cameras. In the Emily Phipps building there is a manned reception desk by the sole entrance and visitors are required to sign in and out. Fire alarms are tested and unannounced timed evacuations of the building are held as frequently as on main campus. The deputy head of department is the designated person in case of emergencies and she and three other members of staff are the building's first aiders. All have been suitably trained.

In the residences there is a smoke detector and fire alarm in each room and a fire blanket in each kitchen.

Residential wardens are available in each block to assist in the case of an emergency.

Advice about action to be taken in the case of fire is given to English language students at Henfrefoelan at induction and in the student handbook, but not until page 85 and then in rather difficult language. Fire exit notices were not displayed in all classrooms at the beginning of the inspection but this was rectified as it came to an end.

W2 All student are allocated a personal tutor; this is their first teacher in the morning and last in the afternoon and their one-to-one portfolio contact. While the portfolio meeting is primarily academic, it provides a good forum for broaching more personal issues. If necessary, issues identified can be escalated through the programme co-ordinators and more senior managers to the extremely extensive range of services provided within Student Support Services. A member of the International Support and Advisory Service visits the Hendrefoelan campus every week for meetings with students.

W3 The named person is the personal tutor.

W4 Classes are encouraged to formulate their own rules of behaviour indicating what is acceptable and what is not. This is supplemented with a detailed specification of what the department considers to be acceptable and unacceptable in a teacher student contract.

W5 Students are issued with a 24 hour emergency number that calls a mobile phone held on rotation by the members of the department's senior management team. There is also a sickline number for reporting illness and students are given instructions in writing and orally for calling emergency services through the university's own emergency number.

W6 Information in the comprehensive International Student Handbook, sent pre-departure, gives details of transport between the point of entry to the UK and Swansea but does not give costs other than that of a taxi between Swansea rail and bus stations and the university.

W7 These items are covered in the International Student Handbook and at induction.

W8 This is also covered in the International Student Handbook.

#### Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
<b>Arranged by provider/agency</b>			
Homestay			
Private home			
Home tuition			
Residential (student houses, halls or hostels)	218		3
Hotel/guesthouse			
Independent self-catering			
<b>Arranged by student/family/guardian</b>			

Students own arrangements	561		
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#### Comments

There are 1200 beds in halls of residence on main campus, 1600 beds in the Hendrefoelan student village and a further 96 beds in a postgraduate residence. All of these residences are owned and managed by the university's Residential Services. Mature student, alcohol-free and single-sex flats are available within these residences. A number of student houses are retained by the university on a head lease and managed by it. Residential Services provision conforms to the UUK code of practice and passed an audit in 2013. Information about other private student houses is provided through a website that the university subscribes to. The university ensures that these properties are certified gas and electricity safe but does not manage or recommend them.

#### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 Met, but towels and bed linen are not provided except for students on courses held during the summer. Academic year students can buy a bedding pack at a reasonable cost. There are laundrettes at all sites but there is no laundry service.

W11 A health and safety check of all accommodation managed by the university is carried out every term.

W13 Confirmation of accommodation includes all the required information except, in the case of the student village, the cost of travel between it and the main campus.

W14 Students are made aware of who to contact about problems with accommodation on the Residential Services webpages and on notices in all kitchens. Personal tutors ask students if they are satisfied with their accommodation at an early stage in their stay.

W15 Accommodation is generally self-catering. A limited number of students who have a catering inclusive contract are issued with a stored value card that enables them to charge meals up to a defined weekly limit in the university's catering outlets.

#### Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Declarations (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See	N/a
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				comments	
W23 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W23 Communal areas are cleaned on a regular basis. Students are responsible for cleaning their own rooms.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W25 Residential Services provide very full advice about most implications of living in flats but not about the possible reduction in opportunities to use English.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W27 There are notice board displays and tables with leaflets about local events in the cafeteria and the student social area. The person who is in charge of leisure opportunities is kept updated about events within the university and externally by colleagues working on the main campus and by student union and travel shop staff.

W28 Leisure events are well organised and resourced and prepared for in class. In some cases, external trips are seen as an opportunity for research and engagement in the community visited. These trips are both prepared in class and followed up afterwards.

W29 There are risk assessments for all off-site activities, although these are essentially the same generic risk assessment with a variety of headings. Institutions visited provide health and safety guidance, but not always their own risk assessments. Guidelines for dealing with students who are at risk have not yet been developed.

#### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

It is the university's policy to accept under 18s onto certain English language courses. The sole under 18 studying at ELTS had turned 18 shortly before the inspection.

W31 When an under 18 applicant is accepted onto a course, an under 18 consent form is sent to the student's parents explaining that the university will not act *in loco parentis* and requiring the appointment of a UK-based guardian/financial guarantor. This form is to be signed by the parent, the guarantor and the student. It is available in translation in the languages of the major international student cohorts.

The university has a safeguarding policy with head, principal and departmental safeguarding officers. The personal tutor for under 18 students in ELTS is assisted by the department's safeguarding officer who has meetings at least fortnightly with the student.

W32 The consent form makes it clear that the student is treated as an adult.

W33 The department maintains a ratio of at least one teacher to 15 students in out of class activities.

W34 Students are treated as adults and are expected to abide by the rules of behaviour that apply within the teaching premises.

W35 This is contained in the consent form.

W38 Students under 18 are allocated to single-sex, alcohol-free flats in residences on the main campus without older students.

W39 The ratio of residential adults to students is better than 1:5 for this category of student.

W41 Students are given the university phone number. Calls from overseas are directed to Student Support Services or out of hours to an operator who redirects the call to one of the senior management team. ELTS plans to issue the departmental emergency phone number to parents of under 18s.

#### **Welfare and student services summary**

The section standard is met. The needs of students for security, pastoral care and information are well met. The accommodation systems and services work to the benefit of students. Students are provided with a full leisure programme of cultural, social and sporting activities. There are safeguarding measures in place for under 18s.

