

Organisation name	Swansea University (ELTS)
Inspection date	7–11 August 2017

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s was not met. The period of review to be ended by a spot check in summer 2018 focusing on care of under 18s and T2. An action plan should be submitted within three months on the points to be addressed under care of under 18s.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	May 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	August 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training. Support for mainstream students provided by Centre for Academic Success (CAS)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	The International College Wales Swansea (ICWS), which is run by Navitas for the university, offers foundation undergraduate and postgraduate pathways on to Swansea University degree programmes.

State sector

Type of institution	Swansea University
Other accreditation/inspection	BALEAP

Premises profile

Address of main site	Margam building, Singleton Park, Swansea. SA2 8PP
Details of any additional sites in use at the time of the inspection	Rooms/lecture theatres in other buildings on the Singleton Park campus: Digital Technium building (3 teaching rooms + 1 self-access/relaxation room for students) Keir Hardie building (10 rooms) Richard Price building (3 rooms) Glyndwr building (6 rooms) Vivian Tower (4 teaching rooms + 1 self-access room) James Callaghan building (4 rooms)
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	English Language Teaching Services (ELTS) occupies the refurbished third floor of a centrally located building within easy walking distance of all teaching buildings and facilities on the Singleton Park campus. The premises include a reception area, shared offices each housing two to three senior staff, a large shared office with networked computers and a photocopier, a small kitchen and one designated classroom. ICWS is located on the second floor of the same building. The campus is on a bus route from the centre of Swansea and shuttle buses run from this campus to the recently established Bay campus and the Hendrefoelan student village.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	10	10
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	398	398
Full-time ELT (15+ hours per week) aged 16–17 years	1	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	9	9
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0

Overall total ELT/ESOL students shown above	408	408
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	17	17
Adult programmes: typical age range	18–25 years	18–25 years
Adult programmes: typical length of stay	10 weeks	10 weeks
Adult programmes: predominant nationalities	Chinese	Chinese
Number on PBS Tier 4 General student visas	341	341
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	67	67

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	41	41
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	40	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	Large number of university staff on site.	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	3
Total	6
Comments	

Full details of the academic management team can be found in the rationale for members of the academic management team who are not TEFLQ. Three of the five members of the core (year-round) academic management team had academic management responsibility for courses running at the time of the inspection. Two of these are TEFLQ and the third is TEFLI but in the final stages of an MA TEFL. The other three academic managers were all co-ordinating pre-sessional courses. One of these is TEFLQ and the other two TEFLI. Teaching hours varied from eight (one of the summer co-ordinators) to 0 (the head of department).

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	32
Holding specialist qualifications only (specify)	0
YL initiated	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	41

Comments

The table includes a TEFLQ teacher who was providing temporary cover and the TEFLI teacher for whom he was covering (on unexpected paternity leave for part of the week).

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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

Students aged 16 are admitted to the General (English) summer course (but see M24). Year-round courses are offered at five levels in English for University Studies and at two levels in Academic Skills for Business Pre-sessional (ASBP). In summer, there is a General course (two/four/six weeks) and pre-sessional courses of six/ten/12 weeks. At the time of the inspection approximately ten per cent of the total number of 408 students were on the General summer course, approximately 20 per cent on the six-week pre-sessional and the remaining 70 per cent on the ten-week and twelve-week pre-sessionals. ELTS does not offer one-to-one teaching or run open-enrolment junior courses, though closed group courses may include students under the age of 18. In 2018, the summer pre-sessional courses offered will be of eight weeks' and 12 weeks' duration.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	146 (56 Hendrefoelan student village, 90 Singleton Park campus)	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	261	1
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	261	1
Overall totals adults/under 18s	407	1
Overall total adults + under 18s	408	

Introduction

Swansea University is the third largest university in Wales with some 18,000 students, approximately 3,000 of whom are international. Its campus at Singleton Park, some 15 minutes by bus from the centre of Swansea, has been a focus of recent development and the Bay campus, where the college of engineering and the school of management are located, has been recently established.

ELTS, which is on the Singleton Park campus, is part of student services. It has a close working relationship with the International College Wales Swansea (ICWS), which is owned by Navitas, a private educational services agency. ICWS was established as an affiliate college of the university to provide undergraduate and postgraduate foundation programmes.

During the academic year, ELTS offers two pre-sessional programmes with entry points in September, January and April. English for University Studies (EUS) is a ten-week programme at levels from elementary to advanced and aimed at students of all disciplines. Academic Skills for Business Pre-sessional (ASBP) is a more specialised programme at two proficiency levels designed specifically for students with a conditional offer to study business and management. The unit also offers the Pre-Masters Business English programme (PMEP) in preparation for the ICWS Pre-Masters Management programme, and contributes English modules to ICWS foundation programmes. During the summer, ELTS runs 12-week, ten-week and six-week pre-sessional courses (12-week and eight-week from summer 2018) and a general English programme. Bespoke, closed-group courses are also offered; at the time of the inspection, a group of German young adults was following a course with a work experience component. Year-round language support for international and home students on mainstream undergraduate and postgraduate courses is offered by the Centre for Academic Success, which is not part of ELTS.

The inspection lasted for five days and one evening. Meetings took place with the vice chancellor, the associate director of marketing, recruitment, internationalisation and development, the head of ELTS, co-ordinators of all ELTS courses running at the time of the inspection and the co-ordinator for teacher education, the administration manager and member of staff responsible for student attendance within ELTS, the university's head of advice, support and welfare, a student information officer, the head of residential services, the subject librarian with responsibility for ELTS, and the international marketing and recruitment officer. Focus group meetings were held with two groups of teachers and two groups of students representing all courses. One inspector visited university residences on the Singleton Park campus and at the Hendrefoelan student village. In total, 42 lesson observations were carried out.

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 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 type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 head of department of ELTS reports to the director of student services, who is TEFL qualified, and the academic structure within the department is clear. There are good arrangements to ensure continuity throughout the year within both the administrative and academic teams: the head has a deputy during the academic year and there are co-ordinators and deputy co-ordinators for all major courses.

M3 Job descriptions exist for academic roles, but are generic for co-ordinators, who may or may not be involved in observation. A professional services review (PSR) which took place in late 2016 resulted in several administrative staff being transferred to central services, and this has led to some changes in the roles and responsibilities of administrative staff within the department. The generic job description for the remaining three administrative staff has not been updated and does not in any case distinguish between individual roles and responsibilities.

M4 Communications are good. The head of department has regular meetings with the director of student services, the international office, staff responsible for marketing and publicity, and individual members of the ELTS management team; she also sits on the university's teaching and learning committee and the recruitment and admissions committee, and sends out monthly news bulletins to all ELTS staff. The ELTS management team meets fortnightly, and shared offices facilitate informal daily communication. Co-ordinators hold meetings with teachers at the start of each day and round-up meetings on Fridays; and there are termly departmental meetings and an annual 'awayday'. Careful thought has also gone into the physical location of staff during the summer. Less experienced members of staff sit next to the experienced colleague with whom they have been buddied; course co-ordinators for summer pre-sessionals are located in staffrooms with the staff for whom they are responsible; and individual members of staff with responsibility for the development of materials for teaching specific skills also sit by those materials.

M6 A small number of certificates were not on file, but these were supplied in the course of the inspection and this aspect of the criterion is now satisfactory. However, there were no references for teachers recruited for the summer. The inspectors were told by a representative of the human resources department that these were not deemed necessary.

M7 Induction for all staff is standardised by means of a checklist and includes mandatory training on specific topics. Teachers recruited for the summer have a three-day induction, which includes course induction by the course co-ordinator. New or less experienced teachers are assigned a 'buddy', and teaching timetables, peer-observation, marking moderation and staffroom seating arrangements serve to strengthen this relationship. Induction for administrative staff includes opportunities to understand the work of central admissions staff and teachers within ELTS, shadowing of experienced staff, and cultural awareness training.

M8 There is a one-year probationary period for both academic and administrative staff with review points during this period, and clear procedures in the event of unsatisfactory performance. Thereafter, staff are subject to an annual performance development review (PDR) which is designed to recognise achievements, identify areas needing improvement and set targets. The university has disciplinary and capability policies and procedures. For teachers whose teaching exhibits weaknesses, a supportive approach is adopted in the first instance.

M9 The university provides a range of generic training for all staff, including one-to-one support on request. Financial support is available for attendance at external events and several teachers are currently benefiting from support to upgrade their qualifications. The Swansea Academy of Teaching and Learning holds an annual conference which all staff are invited to attend.

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 checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Following the PSR in late 2016 and the transfer of three ELTS administrative staff to central admissions, some functions previously carried out within ELTS have been redistributed, and the duties of some staff have changed. An administrative assistant/receptionist had been recruited to provide temporary support over the summer.

M11 Pre-arrival information is prepared by ELTS and sent out by the central admissions team. Academic co-ordinators provide information, when possible, on progression or refer students to central services.

M14 The attendance policy is included in staff and student handbooks, and expectations concerning punctuality in

the student handbook. Attendance is calculated on a weekly basis. A standard letter asking students to speak to their course co-ordinator is sent to those whose attendance falls below the required percentage. Specific procedures apply in the case of absences of under 18s. Evidence was seen of follow-up.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Action has been taken to respond to all points to be addressed from the last report. However, although permanent staff have been encouraged to upgrade their qualifications to diploma level and recruitment materials for summer teachers stated a preference for a diploma-level qualification, the proportion of teachers teaching on EAP courses at the time of the inspection who are not TEFLQ remains unacceptably high (see T2 and T3).

M17 University quality control mechanisms and internal reporting procedures within ELTS are appropriately rigorous, with evidence seen of actions taken to implement recommendations.

M18 Initial feedback is collected by students' personal tutors and passed on to course co-ordinators if necessary, and during the academic year termly student council meetings provide an opportunity for student representatives to raise any concerns. Online feedback is collected in the final week of each course or on a termly basis for long-stay students. Issues raised in student feedback are discussed at staff-student committee meetings and, if appropriate, at programme level meetings, ELTS management team meetings or the Board of Studies. Summaries of feedback, as well as verbatim comments, are also included in course reports.

M19 A range of procedures is used to collect feedback from teachers. These include feedback collected by course co-ordinators on specific courses, anonymous written feedback, and exit interviews. There are also opportunities for teachers to offer informal feedback during course meetings or daily interaction with course co-ordinators.

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 checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website, although print materials are used for specific events or target markets.

M21 In general, publicity is in clear and accurate English. Print translations of course descriptions are available in Arabic, Mandarin and Russian, and a Chinese version of the university website includes full details of ELTS provision. A small number of minor errors were noted, but these did not interfere with communication.

M22 Publicity presents a generally realistic picture of the university and its facilities. However, print materials refer to 'a fantastic range of programmes' offered by ELTS, which is somewhat misleading.

M23 Detailed descriptions are available of year-round programmes and summer pre-session courses, which already show the courses to be offered in summer 2018. Information on general English summer courses is limited in respect of the objectives and content of the various levels.

M24 Most of the required information is provided. However, non-teaching days are not shown, and the minimum enrolment age stated is 17 for all ELTS courses, although a small number of students aged 16 had been admitted to the general English summer course running shortly before the inspection. The website was amended during the

inspection. The minimum age has been changed to 16 for the general summer course and 18 for all other ELTS courses; and non-teaching days for 2018 are shown. This is therefore no longer a point to be addressed. M28 Print publicity states: 'All members of the ELTS team are qualified professionals with many years' experience of delivering high quality English language learning'. This is not an accurate description of all staff employed at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. There are some very good features of staff management, student administration is efficient, and there are well-established quality assurance systems. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Quality assurance* is an area of strength.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises occupied by ELTS, on the third floor of the Margam building, with lift and stair access, provide generally adequate space for staff year round, although there is no relaxation area other than a small kitchen and seating in the reception area. However, ELTS only have dedicated use of one of a number of teaching rooms on the same floor. See also R4.

R2 The ELTS premises are clean and well maintained. Rooms in additional buildings across the campus are used for teaching. Although maintenance work was taking place at the time of the inspection in a small number of these buildings, including the second floor of the Margam building, the general condition of all buildings in use was at least satisfactory.

R3 Many of the classrooms used comfortably met Scheme requirements. However, in summer some use is made of small lecture theatres for class teaching, which constrain classroom interaction.

R4 Spaces and facilities for relaxation across the campus include a large cafeteria and smaller food outlets, as well as a small garden. In summer, students on the general English summer course have access to a classroom which is used as a common room/self-access room. Although there is a seating area on the ground floor of the Margam building and in the ELTS reception area, year-round ELTS students have no dedicated common room.

R5 There are well-organised noticeboards in the reception area of the ELTS premises, but since this area is rarely accessed by students on summer courses notices for students are displayed in individual classrooms. Signage on the campus is generally good, but needs improvement within some of the buildings used for teaching.

R6 The year-round academic team share offices in the Margam building, and the staffroom for ELTS teachers in the same building is well equipped and a comfortable size. During the summer, additional satellite staffrooms are set up which are convenient for teaching locations and comfortably meet requirements. Staff have good access to photocopying and printing facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

R7 Learning materials for all courses include coursebooks, which are supplemented with authentic materials, teacher-prepared materials and, in the case of pre-sessional courses, with skills booklets.

R8 Coursebooks and, for pre-sessional courses, skills booklets with guidance notes for teachers, provide practical support. A good range of supplementary resources is also available for all courses.

R9 Classrooms are well equipped technologically, and students commented positively on this. Technical support and training in the use of technology is available when necessary.

R10 Self-access facilities are available across the campus. During the summer, each course on a rota basis has access after lessons to one hour of staffed self-access computer facilities, and additional rooms with print resources are set aside for self-directed study.

R11 The university library has a good range of materials and students on EAP courses are given an induction tour which includes computer resources. Courses also include tasks which help students to develop library search skills using print and electronic materials. However, the organisation of library resources by the Dewey decimal system means that the English language learning materials which will be of most interest to students on ELTS courses are not distinguished from books on language teaching methodology or linguistics. Graded readers are displayed in the ELTS reception area in the Margam building, but many students have no reason to go to this building.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Learning resources have been carefully selected and developed to meet students' needs, and the environment supports and enhances the studies of students enrolled as well as offering an appropriate professional environment for staff. *Learning resources* is an area 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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Three teachers and one academic manager do not have a Level 6 qualification. All four are expected to complete UK undergraduate degrees in 2018. The rationales for all these teachers were accepted in the context of this inspection.

T2 One teacher does not have an ELT qualification which meets Scheme requirements. Of a total of 33 teachers (excluding academic managers) teaching on EAP courses, 20 are not TEFLQ.

T3 The rationale for the teacher without an ELT qualification which meets Scheme requirements was accepted in the context of this inspection. A qualification evaluation had been carried out. The qualification meets Scheme requirements in terms of input and teaching practice, the teacher has appropriate teaching experience, and support is available from the course co-ordinator. Rationales for most of the teachers referred to in T2 were also accepted in the context of this inspection on the grounds of their relevant previous teaching experience and the support available from course design, materials, experienced colleagues and course co-ordinators. Five have either completed modules leading to an externally validated post-experience teaching qualification or are following relevant postgraduate programmes which will soon lead to TEFLQ status. The rationales were not accepted for four recently TEFL-initiated teachers with little teaching experience. In general, moreover, the proportion of teachers who are not TEFLQ but who were teaching on EAP courses (70 per cent) is unacceptably high.

T4 The core (year-round) academic management team consists of a very experienced head of department, who is TEFLQ, and four other suitably experienced members of staff, three of whom are TEFLQ and one TEFLI. In summer, the team may expand to include additional members of staff who act as co-ordinators for specific pre-sessional courses. At the time of the inspection, in addition to three members of the core academic management team, there were three additional summer co-ordinators, one of whom was deputising for a member of staff on maternity leave. One of these three additional academic managers is TEFLQ and suitably experienced; the other two are appropriately experienced but TEFLI.

T5 A rationale was submitted for the TEFLI member of the core academic management team, who is about to

complete a further qualification leading to TEFLQ status, and the two TEFLI summer co-ordinators. All three are appropriately experienced, and there are very good support mechanisms within the team. None of these managers carries out formal teacher observations. All the rationales were accepted in the context of the inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 For the most part, less experienced and less well qualified teachers are employed on the general summer course, where they have support from a suitably qualified and experienced member of the academic management team. Several of the teachers on the general summer course were returners and/or were known to the staff through their participation in externally validated pre-service ELT courses in Swansea, as was the case with many of the teachers on the pre-sessional courses.

T7 In summer, efforts are made to group classes within the same course in the same building, and satellite staffrooms are located as close as possible to the rooms where teachers are teaching. Although teaching rooms are allocated centrally and not all are ideal, the process of allocating courses and classes to buildings and rooms is complex and well handled.

T8 Cover arrangements are very good: on the general summer course, cover slots are allocated to teachers at times when they are not scheduled to teach; on EAP courses, similarly, there is a cover rota.

T9 Students on EAP courses enrol for a minimum of a term or the duration of the course in the case of the six-week pre-sessional. On the general summer course, students can enrol for two, four or six weeks, and Monday timetables in weeks three and five take careful account of the needs of newly enrolled students.

T10 There is a weekly programme of continuing professional development (CPD) sessions within ELTS. This includes reports based on attendance at conferences and follow-up on weaknesses noted during observation of teaching. Permanent staff are able to broaden their experience through working as materials development co-ordinators, course co-ordinators or deputy co-ordinators. Peer observation within courses is encouraged, and teachers in focus groups were appreciative of opportunities to co-teach in the early weeks of the summer.

Permanent teachers and more experienced temporary staff are paired with the less experienced. Teachers on EAP courses receive guidance on assessment.

T11 All teachers are observed by an appropriately qualified academic manager, with different feedback proformas being used for EAP classes and the general summer course. The feedback seen was constructive, but in some cases focused narrowly on the lesson seen and stopped short of the identification of action points for development.

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 checked="" 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 checked="" 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 All courses are based on sound principles which reflect developments in EFL and EAP. The general summer course emphasises communication skills. Pre-sessional courses take account of students' disciplinary orientation through differentiated lectures and assignment topics, and the law pre-sessional has been designed to provide specific preparation for the language and genres that students will encounter in their subsequent studies.

T13 A similar process is adopted for the review of all courses, with course co-ordinators making recommendations based on student and teacher feedback. Interaction with the academic colleges through link tutors has led to a better understanding of students' performance and needs; and this has led to changes - for example, in assignments on pre-sessional courses. Teachers in focus groups also commented on the coherence across pre-sessional courses and the fact that the general summer course is more structured.

T14 Student handbooks for EAP courses provide clear outlines of course aims and components. Students on the general English summer course use a coursebook for the first two hours of each morning, but are not given an outline of the course as a whole.

T15 The development of study and learning strategies is an integral part of ELTS EAP courses. They are also encouraged, though less systematically, on the general English summer course. Peer review and self-evaluation are widely used.

T16 Students are encouraged to take advantage of the variety of opportunities available within both the academic and the local community. One short course includes work placements. Cultural visits are included in summer courses and are exploited for their linguistic potential through task sheets and other forms of preparation or follow-up. Social activities such as the weekly coffee club also encourage out-of-class interaction.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 A placement test is used for all courses. On the general English summer course, the test and an informal oral assessment are the main means of placement. On EAP courses, the test serves primarily as a diagnostic tool, with placement being based primarily on IELTS entry score and subject area specialism. Teachers monitor students carefully in the first few days of their course, and students in focus groups confirmed that they had been placed in a class at an appropriate level.

T18 Formative assessment is an important element of all courses. During the ten-week year-round EAP courses, there are initial, mid-term and end-of-term individual tutorial meetings; students on summer pre-sessionals have two tutorials, but tutorials are complemented by feedback on assignments and an emphasis on peer-assessment, self-assessment and reflection. Personal tutors also have a responsibility to monitor the performance of their students and when necessary talk to a student's teachers or the course co-ordinator. Tracer studies have been carried out to assess students' subsequent performance on their mainstream courses.

T20 Students on all EAP courses receive detailed written information on criteria and procedures for assessment.

T21 All students on EAP courses receive a report showing their exit grades in each of the individual skills elements, with an explanation of these. On other courses, subject to satisfactory (90 per cent minimum) attendance, students receive an attendance certificate, and reports are available on request.

T22 Most students on pre-sessional programmes go on to study mainstream courses at the university, and are introduced to their departments during their ELTS course. Students who are interested in study at another university can access advice through the international office or from the careers office.

Classroom observation record

Number of teachers seen	42
Number of observations	42
Parts of programme(s) observed	All

Comments

Observations were carried out of the five academic managers with direct responsibility for courses running at the time of inspection and 37 teachers. One of the teachers scheduled to teach was on paternity leave, and three were not observed due to timetabling constraints.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of grammar and lexical systems, used metalanguage appropriately, and provided accurate and natural models. Some teachers provided support for phonological awareness (through the use of phonemic transcription and syllable stress marking, for example) and teachers also exploited opportunities to extend students' linguistic awareness through skilful questioning.

T24 Lesson content was clearly related to course objectives and learners' overall language needs. There were also opportunities in many lessons for students to draw on their own experience and interests.

T25 All the lesson plans seen had been conscientiously prepared and provided for a coherent series of stages, but although learning objectives were stated, these were frequently framed as teacher aims rather than learning outcomes and were summarised for students simply as a set of learning activities. Less experienced teachers did not always establish the relevance of what learners were being asked to do.

T26 The majority of teachers used a range of appropriate techniques. These included illustrating meaning, checking understanding, setting up tasks, and written reinforcement of new vocabulary items. In some segments, nomination was overused and in a small minority of cases students seemed unsure what they were expected to do.

T27 Classroom technology was deployed confidently and competently. Teachers also made appropriate use of coursebooks and in-house booklets of materials, and teachers' own materials had been carefully prepared.

T28 Teachers gave feedback on tasks and exercises, and responded to the content of students' spoken utterances. There was insufficient attention to students' errors in spoken performance.

T29 Many lessons were designed to contribute to medium-term objectives which would be formally assessed. There was little evidence of planning for the evaluation of stated learning outcomes at the level of individual lessons.

T30 Classrooms were characterised by a purposeful atmosphere. Teachers had established a good rapport with their students, used language appropriate to their level, and were alert to individual contributions. Students were engaged and responsive.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to less than satisfactory, with the majority being good or better. Teachers showed good knowledge of language systems and provided accurate and natural models. Lesson plans had been conscientiously prepared and content was relevant. Classroom technology and other resources were deployed confidently, teaching techniques were appropriate, and teachers established a purposeful learning environment.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. There is an appropriate academic management profile and teachers are given support to ensure their teaching meets the needs of their students; however, the proportion of teachers who are not TEFLQ but teaching on EAP courses is unacceptably high. Careful thought has gone into the development of programmes of learning and these are efficiently managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The campus and the student village are secured by staff who are on duty 24 hours per day. Fire alarms are tested weekly and there are regular fire evacuation drills. Residences are locked at the main entrance and at the entrance of each flat; students have a key to their room. All security staff are first aid trained, and act as first responders in case of a medical emergency. In addition, there are two members of ELTS staff with first aid training. Students are encouraged to download an app which they can use to log their location on campus, for example if working late in the library. The app can also be used to contact the security staff for help if needed.

W2 All students have a personal tutor, and new students are usually allocated a 'buddy': a student already at the university. Students aged under 18 have a specific tutor. Students are encouraged to make use of, or are referred to, the full range of pastoral services on offer through the university student services department (Campus Life). There is a chaplaincy and mosque on campus.

W3 In addition to their named personal tutor, students have access to the university professional counselling services for personal problems, and advice is readily available for problems related to such areas as finance and accommodation.

W6 Full information is given about transport and costs. There is also an optional 'Meet and Greet' service (at additional cost).

W7 Students receive comprehensive information before arrival via the international student handbook and the ELTS student handbook. The information is all accessible electronically and important information is given in writing during induction. Campus Life is centrally located on the campus and advertises itself as a 'one-stop shop for information, advice and support'. In addition, the Hub provides information about academic services. Students can drop in or make an appointment; students in the focus group reported that they make use of, and appreciate, the services on offer.

W8 Detailed information about medical and dental treatment is given in the international student handbook. Students are encouraged to register with the medical and dental practices on campus.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are offered a choice of accommodation on the Singleton campus and in the Hendrefoelan student village. Occasionally, ELTS students stay in accommodation on the Bay campus; in addition, Beck House is for postgraduate students and has accommodation for those with families. At Singleton campus there is accommodation for 1,200 students in blocks of flats; the village has accommodation for 1,100 students in houses with four to six rooms; there is accommodation for 2,000 students at Bay campus; and 96 single rooms and 36 family flats at Beck House. The accommodation ranges in terms of standard and cost, depending on the age of the premises, the location and the availability of ensuite bathrooms. Accommodation in the student village, which is a 15-minute bus ride from the campus, is the 'budget choice'. The university also leases and manages a number of shared student houses which it sub-leases to students.

Most students during the summer stay in shared flats on Singleton campus, in shared houses in the village, or make their own arrangements.

One inspector inspected two typical flats on campus (one with and one without ensuite toilets/showers) and a shared house in the village for four students (occupied by three at the time).

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 checked="" type="checkbox"/>	<input checked="" 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 in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input 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 This criterion is just met. The accommodation sampled was of a satisfactory standard overall. Towels are not provided. Students on the general summer courses are provided with a duvet, pillow and bed linen. Pre-sessional students can order a bed pack (at extra cost) to be ready for them on arrival. Information about what is provided is given before arrival but the implications are not always fully understood, according to students in the focus group. For example, one student did not realise she would have to buy her own pillow. Single-sex and alcohol-free accommodation is available. There are coin-operated laundrettes on the campus and in the village. Students are responsible for laundering their own bed linen, towels and clothes.

W10 The university complies with the Universities UK code of practice and is externally audited for its safety systems.

W11 A health and safety check of all accommodation is made three times a year. Safety equipment is checked weekly and there is an online repair reporting system; there is evidence that problems are attended to promptly.

W14 Residential wardens encourage students to report any problems, and at induction ELTS staff discuss what students should do if they have any accommodation queries. There is evidence that problems raised are responded to and any action recorded. However, there is no systematic way of obtaining initial feedback about accommodation. For example, some pre-sessional students in the focus group reported that on first arrival at the campus in the evening they had not been welcomed or helped; ELTS staff were unaware of these problems.

W15 Students (and their parents) can opt for a pre-loaded card for use in the university food outlets. There is a satisfactory range of hot and cold food available, including healthy options.

Accommodation: homestay

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 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The university does not arrange homestay accommodation but refers students to an agency if requested.

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

Comments

W22 During the academic year, common areas are cleaned once a week and students are responsible for cleaning their own rooms. During the summer, cleaning of common areas is done once a day.

W23 There is excellent provision on campus for the care of students' health: there are medical and dental centres. Security staff are trained as first responders in case of a medical emergency and there is an A&E department for minor injuries in the hospital adjacent to the campus.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Before making their choice students are informed in publicity and handbooks of the implications of their living in privately arranged accommodation. This information is backed up by a paper-based leaflet given to students who wish to change from university-arranged accommodation. Advice is available in case of difficulties; in residential services there is a Chinese-speaking member of staff who can offer advice and support. Students who experience more serious difficulties with landlords/letting agencies can call on the legal services provided through the NUS.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 ELTS students are full members of the university and are encouraged to make use the facilities (for example, swimming pool, sports hall and pitches, theatre/cinema) and to take part in the social, cultural and sporting events available. Information about university and local events of particular interest to ELTS students is highlighted through the university's virtual learning environment.

W27 In addition to the university-wide events, ELTS runs a programme of sports, events and trips. On the general summer course there is a weekly trip which is prepared for in class. The students reported that the excursions were well organised and enjoyable.

W28 Detailed risk assessments have been carried out for each event/location with guidelines for accompanying staff (teachers). The guidelines are gone through before each trip and staff sign to say that they have read them. It is suggested that these guidelines also be made available to group leaders of closed groups.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. There is very good provision for security; the needs of students for pastoral care, information and leisure activities are very well met. The accommodation is generally suitable and the management of the accommodation systems works to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

During the academic year (2016–2017) one student aged under 18 was enrolled on the EUS programme for one term; and one student on the ASBP for one term. Earlier in the summer there were two closed groups, of Chinese and Spanish students, aged 14 to 17. At the time of the inspection one male Chinese student aged 17 was enrolled on the general summer course. Earlier, on the general summer course, there had been an additional two students aged 16, and one aged 17.

C1 There is a safeguarding/child protection policy which specifies procedures to ensure the safety and well-being of all students aged under 18 enrolled at the university. The people within the university with responsibility for safeguarding are listed; the list includes people within ELTS, student services and residential services. However, the safeguarding policy is not sufficiently specific; policies pertinent to some of the particular requirements of ELTS are not covered: for example, relating to the recruitment of staff; the need for references; action to take if the candidate has been working continuously overseas. See also C4, below. The responsibilities of safeguarding officers are described in the safeguarding policy; but these responsibilities are not specified in the personal job description of the ELTS safeguarding officer.

C2 Within ELTS there is a designated officer who is also the under 18s tutor. She, along with the head of

department, has completed advanced safeguarding training. All staff are required to complete an online safeguarding awareness-raising programme.

C3 Publicity does not include specific information about the level of care and support afforded students aged under 18. However, as a condition of enrolment onto a course, parents are required to complete and return a form which acknowledges that students aged under 18 will be treated in the same way as adult students at the university; that they are expected to be independent, and that the university is not in *loco parentis*. Parents are also required to appoint a 'guardian' or UK contact person with whom the university can liaise, if needed.

C4 As noted in C1, above, the university's safeguarding policy does not include specific policies on recruitment and suitability checks: for example, there is no policy on action to be taken in case of a delayed DBS check. Teachers on the general summer course, on which the student aged 17 was enrolled at the time of the inspection, have DBS checks and residential wardens are DBS checked. However, a representative of the human resources department reported that it had been decided not to ask for references for ELTS temporary summer staff and so no references were on file. Group leaders of closed groups had not been asked for evidence of suitability checks.

C6 For individually enrolled students there are no formalised arrangements made for the supervision and safety of under 18s between and outside scheduled lessons and activities and without supervision: there are no rules for what they may do within their accommodation, overnight and at weekends. The 'guardian/ financial guarantor' is often not a legally appointed guardian and may not be resident in Swansea and so is not able to supervise the student closely. There are no guidelines for group leaders of closed groups about what the university considers to be suitable arrangements for the age of the students.

C7 The university does not ensure that students aged under 18 are suitably accommodated. The student aged 17 was accommodated in a shared house or flat which had been arranged privately. The arrangements had not been confirmed in writing by a parent or legally appointed guardian, and nobody from the university had been responsible for checking that the arrangements were suitable.

C8 Parents' contact details are obtained before arrival, plus those of a UK representative ('guardian') who speaks English and who can act as an intermediary if necessary.

Care of under 18s summary

The provision does not meet the section standard. The provision for the safeguarding of ELTS students is inadequate in certain respects, notably in relation to the recruitment of staff and arrangements for the supervision and safety of students outside scheduled lesson times and in their accommodation. There is a need for improvement in *Care of under 18s*.
