

Organisation name	Swansea University
Inspection date	15–16 March 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Swansea University in March 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this university offers courses in general and academic English for adults (18+) and vacation courses for adults (18+) and closed groups of young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, course design, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

English Language Teaching Services (ELTS) is located on the Singleton Park campus of Swansea University, and forms part of student services. Following recent restructuring, a decision has been made to merge ELTS and the Centre for Academic Success (CAS) into one academy; this will be completed during 2022, and will bring in-session language support, previously managed by CAS, under the same umbrella as other English language provision. ELTS also works closely with International College Wales Swansea (ICWS), owned by a private educational services agency, to provide English language support and tuition, using ELTS teachers and materials.

As a part of the restructuring exercise in 2021, ELTS team structures changed slightly; the head's area of responsibility increased to include CAS and later the new academy, two posts were made redundant, and job descriptions have been reviewed and rewritten to reflect these changes.

The inspection, which was conducted remotely, took two days. Meetings were held with the pro-vice chancellor (PVC) for education and student experience, the director of student services, the associate director of marketing, recruitment, internationalisation and development (ADMRID), the head of the international office, the head of ELTS, the senior learning and development manager, the two ELTS course co-ordinators, the testing, assessment and standards co-ordinator, the administration manager, the administration assistant, the head of health and safety and business resilience, and the allocations and administration co-ordinator, residential services. Focus groups were held with teachers and with students. All teachers timetabled during the inspection were observed, one on campus and five online. One inspector conducted a virtual tour of one student residence. A virtual tour of ELTS premises and the wider university campus was also conducted.

Address of main site/head office

Margam building, Singleton Park, Swansea SA2 8PP

Description of sites observed

(ELTS) is located on the third floor of the Margam building, within easy walking distance of all teaching buildings and facilities on the Singleton Park campus. There is a reception area, a staff office with pods of four workstations for teachers, a kitchen, further offices, a large teaching room and a further room used for meetings, resources, or additional office space. The wider university campus houses a wide range of facilities and amenities, including a sports centre and gym. There are numerous areas for study, in different configurations, as well as the main library on three floors. A large refectory is available as well as a range of outlets for food and drink, and there are many communal areas for relaxation across the whole campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input 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"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Pre-session programmes are offered during the academic year with entry points in September, January and April, as well as in summer with eight, ten and 12-week options. An eight-week English for Academic Study programme (EASP) is also run, aimed at lower level students. The general English summer programme did not run last year but is planned for this summer. Preparation courses are offered for SWELT, the university's internal language test. Bespoke, closed-group courses are also offered; the last such group was received in 2019.

Management profile

The ELTS head reports to the PVC education and student experience, who reports to the vice chancellor, with a line for operations to the ADMRID. All ELTS staff currently report to the head.

Accommodation profile

Students are offered a choice of residential accommodation on two sites across the campus. The accommodation ranges in terms of standard and cost, depending on the age of the premises, the location and the availability of ensuite bathrooms. The university also leases and manages a number of shared student houses which it sub-leases to students.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* is an area of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a good professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are well designed, structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the needs of the students for security, pastoral care, information and leisure activities. Safety and security procedures are very thorough and students receive a very good level of care. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation. The provision meets the section standard and exceeds it in some respects. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard, although there are a few points to be addressed before the next group of under 18s is accepted. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M4 Communications are very good, and make use of both formal and informal channels. The effectiveness of communication is evidenced by well informed and engaged staff.

M5 There are very good mechanisms for collecting, recording and responding to student feedback. These are further supported by regular tutorials and a student representative system.

M6 Staff feedback is regularly sought and there are numerous additional opportunities for staff to raise issues. It was clear that staff felt they had a voice in the organisation.

M7 A clear, comprehensive and regular quality review cycle is in place which incorporates staff and student feedback, as well as external input from BALEAP and British Council reports.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 It was not possible to view all staff files as some were reported to be in hard copy on campus whilst staff were working from home. However from the documentation viewed, it would appear that not all files for staff recruited since 2014 contained references.

M11 Thorough induction is provided for all staff, including for temporary pre-sessional staff. There is a buddy system and the induction process is well documented and recorded.

M12 There is a clear and supportive appraisal procedure which sets targets aligned to departmental objectives wherever possible, and links back into arrangements for continuing professional development (CPD). Procedures are set out clearly in staff handbooks.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M18 There is currently no information on whether the emergency contact speaks English.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met

M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met
Comments	
Publicity consists of the university website.	
M24 Information on maximum class size and minimum age was not given for all programmes.	
M29 An out-of-date version of the accreditation marque was in use.	

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments	
P3 There are numerous welcoming areas across the campus where students can relax and/or consume food.	
P4 A very wide range of food and drink options is available to students on the campus, including a large refectory and several cafes, food outlets, shops, and vending machines, as well as kitchen facilities for students' own use.	

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments	
P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials appropriate to the programmes taught. Students are given a digital coursebook as well as access to customised materials.	
P8 A wide range of materials is available to teachers, including in-house and digital materials, all easily accessible and well organised. Teachers are all provided with fully networked laptop computers and there is good Wi-Fi provision on university premises.	
P9 A good range of educational technology is available in classrooms, and teachers have very good support, including a responsive helpdesk service and appropriate training, which was reflected in the teaching observed.	
P10 The VLE is an integral part of students' courses and is used regularly and effectively by teachers and students for administrative as well as teaching and learning purposes. The university library, which is open 24 hours, provides further extensive resources, both physical and digital.	

P11 There is excellent support and guidance throughout a student's stay, and there are specific induction sessions for both the VLE and library services. The library also provides online support and guidance as well as a helpdesk within the library itself.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 Rationales were provided for the three teachers without appropriate qualifications for EAP programmes. All are TEFLI, two are completing masters degrees in TESOL, and the third is undertaking a qualification to become TEFLQ. All are well supported in their roles and the TEFLQ academic managers are also part of the teaching team.
 T3 The teaching team has a wide range of expertise, experience and skills relevant to ELTS programmes.
 T4 The academic management team are all TEFLQ with extensive experience.

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

Comments

All criteria in this area are fully met.

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

Comments

T11 Courses are designed according to clearly stated principles, and materials have been evaluated and matched to these principles. There is detailed information and guidance for teachers.
 T15 Support for independent learning is an integral part of all programmes and is a fundamental part of the preparation for university study provided by ELTS.
 T16 Programmes fully support students in the development of language skills outside the classroom and in the wider context of UK university life.

Learner management

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

Comments

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation

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

Comments

T23 Teachers demonstrated sound knowledge and awareness, and dealt effectively with complex patterns of language in academic discourse. They provided clear and appropriate models and gave clear explanations. Many paid attention to features of pronunciation.
 T24 Although plans did not always include detailed student profiles, objectives were clear and relevant to students' main course of study. Topics, materials and activities were well suited to learning needs.
 T25 Teaching aims were clear, relevant and had been shared with students, although not always indicated as student outcomes. Most plans demonstrated logical staging.

T26 A very good range of teaching techniques was confidently drawn upon, including some good eliciting, summarising, concept checking, prompting, and nominating.

T27 Classrooms and the online environment were both well managed; competent, confident and skilful use was made of online technology and tools. Teachers set up activities clearly and exploited course materials effectively.

T28 Teachers provided plentiful praise and encouragement and demonstrated a range of techniques for feedback, including reformulation and, in some cases, delayed error correction.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were very high levels of student engagement, and teachers skilfully facilitated learner participation. Strong teacher presence and rapport were instrumental in creating a purposeful, positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers showed good awareness of linguistic systems and provided clearly staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a range of techniques, with confidence and resources were used to very good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are very thorough measures in place to ensure the safety and security of students. Risk assessments are carried out routinely and there is a large team of security staff who patrol and are on call 24/7. Through the use of a location logging app, students are able to summon immediate assistance from the security team if needed. Effective fire procedures are in place and students are required to attend a fire training programme if they breach any fire regulations.

W3 Students receive very good pastoral care both within ELTS and also from university provided services. If students are experiencing any problems, they have clear information about how to access appropriate help and support. The regular tutorials have a pastoral element and course tutors will assist students as necessary and refer them to the appropriate welfare person or service.

W7 Students receive relevant and very helpful advice and information both pre arrival and during an extensive induction programme. During their stay, advice is available online and in person on all major issues, including personal safety.

W8 The university offers a full range of health care and provision. Members of ELTS and residential staff are first aid and mental health trained. All security staff are first aid trained, and act as first responders in case of a medical emergency.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Extremely thorough safety checks are carried out three times a year and there are regular spot checks and risk assessments made on students flats and bedrooms.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in the above area is fully met.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

Comments

ELTS does not offer a leisure programme. Tutors sometimes arrange local walks and meet up outside class.
W23 Students are kept very well informed about and encouraged to attend the full range of social, cultural and sporting events and activities that are offered by the university. Students are encouraged to attend weekly social events organised by a local 'friends and neighbours' group', which gives them the opportunity to meet others from outside the university.
W24 If tutors arrange an out-of-class activity, this is appropriately risk assessed.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	N/a
S7 There are suitable arrangements for the accommodation of students.	N/a
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There have been no under 18s enrolled since 2019. Currently under 18s are not accepted onto the adult courses. Under 18s are accepted as part of a closed group, accompanied by group leaders, in the summer. ELTS does not provide accommodation or out-of-class activities for these groups.

S3 Although parental consent is obtained, it is not made clear that ELTS does not take responsibility for out-of-class activities or accommodation.

S4 Reference requests do not include enquiry about suitability to work with under 18s.

S6 and S7 Group agreements make it clear that group leaders take responsibility for the under 18s outside the scheduled programme of lessons.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2017
Subsequent spot check (if applicable)	2018
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a

Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated teacher training and ELT testing
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	University College of Wales

State sector

Type of institution	University
Other accreditation/inspection	BALEAP

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	150
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	23	150
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	Mid 20s	Mid 20s
Adult programmes: typical length of stay	24 weeks	10 weeks
Adult programmes: predominant nationalities	Chinese	Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	24
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	6	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6
Comments	

Course co-ordinators normally teach three hours per week. In the week of the inspection, one of the academic managers was scheduled to teach ten hours as she had no co-ordination duties.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	3	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	13 (in Swansea) 3 (UK), 4 (in China)	0
Overall totals adults/under 18s	23	0
Overall total adults + under 18s	23	