

Organisation name	Teesside University
Inspection date	20–22 August 2018

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.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Teesside University in August 2018. 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 academic English for adults (18+).</p> <p>Strengths were noted in the areas of staff management, student administration, premises and facilities, learning resources, course design, learner management, care of students, accommodation and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Teesside University has around 18,000 full-time and part-time students at its main site, of whom around 600 are international and 200 are EU. The university also has a large number of students at its Darlington campus, on franchised courses in nearby colleges and in colleges overseas. English Language Teaching (ELT) was established in 2006, largely to offer provision for all international students in the University, through pre-sessional, in-sessional or foundation year courses. Only pre-sessional courses were running at the time of the inspection. The English Language Centre (ELC) is part of the Department of Education within the School of Social Sciences, Humanities and Law. There are currently three full-time tutors, two programme leaders and one co-ordinator. A new full-time tutor will join in September 2018. In addition, a number of sessional staff work as part of the summer pre-sessional. The university was ranked number one for overall student satisfaction from among 120 world universities in the 2017 International Student Barometer.

The inspection took place over two and a half days. Meetings were held with the pro vice chancellor (international), the director of international development, the head of department (Education), the ELC co-ordinator, the accommodation and resources manager, the digital learning developer, the project manager for the learning environment, the head of international marketing, the head of learning environment, the assistant administrator ELC, the human resources business partner, the information and advice manager, the deputy director resilience sport and wellbeing, the deputy director student and library services, the health and safety advisor and a student services advisor.

A visit was made to the English café, a drop-in café for all international and home students and staff, providing additional, informal language learning opportunities. One inspector visited one hall of residence and one student house. One focus group meeting was held with students and one with teachers. All teachers teaching at the time of the inspection were observed.

Address of main site/head office

English Language Centre, Clarendon Building, Teesside University, Borough Road, Middlesbrough TS1 3BA

Description of sites visited

The university is a five-minute walk from Middlesbrough town centre. The campus has a mixture of refurbished old and a number of new buildings, and plenty of green spaces and walkways. The ELC is located in the Clarendon Building. Teaching rooms are timetabled centrally so classes can take place in most buildings, but at the time of inspection most teaching was taking place in the Clarendon Building itself. The staffroom is also located in the Clarendon Building. The library and student union are in close proximity. Halls of residence are on the perimeter of the campus, within easy walking distance, as are all the administrative buildings.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input 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

The ELC offers courses in English for Academic Purposes (EAP), both pre-sessional and in-sessional. It also offers an International Foundation Year which was not running at the time of the inspection. In summer, the bulk of the provision is pre-sessional English. Students can enter the module at 26,16, nine and five weeks, and study is full time in preparation for their main studies in the autumn. The course concentrates on general English in the early stages and moves to EAP and study skills in later weeks, the summer modules being entirely EAP and study skills. The pre-sessional has 19.5 hours of classes plus one attendance at English café per week. In-sessional English runs in two seven-week blocks during the academic year and focuses on academic skills, such as presenting and writing essays and reports.

Accommodation profile

Accommodation is arranged in self-catering university residences. These comprise halls of residence containing both rooms with shared facilities and ensuite rooms, and university-owned student houses with 3–4 bedrooms and shared facilities. All this accommodation is conveniently situated on or within a few minutes' walk of the campus. One of the older halls which is yet to be refurbished and a recently refurbished student house were inspected.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provider has clear goals and values, and good communications within the ELC and with the wider university. Quality review systems are robust and staff are well supported and have good opportunities for development. Administrative procedures are efficient and effective. Publicity is clear and accurate. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are modern and well-equipped, providing a comfortable environment for study and relaxation. There are ample, highly appropriate learning resources available to students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers receive good support from a well-qualified academic management team. Course design is regularly reviewed and students' learning is well managed. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for on-site security, information and leisure activities are very well met; the accommodation provided is suitable; and accommodation systems are managed very effectively. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There are clear and explicit statements of the university's goals and values; the Teesside 2020 strategy is prominently displayed in all areas of the university. Staff are introduced to these goals and values at induction and their knowledge of them is refreshed at whole staff and departmental briefings. Input and ownership from all staff is seen as vital to the realisation of the university's ambitions.

M2 The management has ambitious and exciting plans for the future of the university. Large-scale investment has already been undertaken in premises, with more planned, and there are clearly articulated international objectives. The work and future development of the ELC is very much integrated into the overall strategy and is seen as key to achieving its international aspirations.

M3 There is a clear and effective structure in place for the ELT operation, understood by all teachers, and made known to students. Good cover systems for key staff ensure continuity and the smooth running of the operation.

M4 Channels of communication are clear, appropriate and work well. Meetings at all levels take place frequently; they are minuted, actioned and details made available to staff. Teachers in the focus group felt very well informed and engaged in the work of the institution.

M5 Pre-sessional student feedback is collected in a variety of ways: through individual tutorials, through student representation at programme board level and through university-wide feedback mechanisms. In-sessional feedback is collected at all points of the course by electronic surveys on course satisfaction. However, individual feedback for the pre-sessional courses is mostly oral and not recorded, so there are no notes of any action taken, nor is it collated, which means identifying patterns and using feedback to inform future planning is not easy.

M7 The university quality processes ensure systematic review of credit-bearing courses and the recording of any related action through formal programme reviews. There are weekly and start of/end of course meetings where any necessary changes or adjustments to courses can be discussed. Ample evidence was seen, through minutes of meetings and course reports, of continuous review of systems, processes and practices. All points to be addressed from previous inspections had been actioned and dated.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M8 There is a comprehensive suite of human resources policies covering every area, among them, equality and diversity, whistleblowing, maternity, religion and belief. These are made known to all staff at induction and links to policies are included in the staff handbook.

M11 There are full induction procedures for new staff, both academic and administrative, at central university and local levels. Staff joining the summer pre-sessional courses attend a full week of induction. Teachers in the focus group spoke highly of the induction they had received.

M13 The induction week for new sessional staff and the weekly meetings offer continuing professional development (CPD) opportunities at a local level, where topics of direct and immediate relevance provide the theme for semi-structured workshops. Funding is available for all staff to upgrade their qualifications and some are doing so. There is also a comprehensive menu of university-wide CPD opportunities for all staff.

Student administration	Area of strength
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.	Strength
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.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a	Strength

student may be asked to leave the course.	
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M16 Clear and explicit deposit and refund policies, made transparent for international students, are easy to find in the drop-down menu on the website, with links to the full policies.

M19 A clear attendance policy is in place and a ten-minute punctuality rule. The policy has been simplified, written in comprehensible English with illustrations, and made available on the virtual learning environment (VLE), with links to the full university policies. Attendance is checked every day and absences are followed up.

M20 There is a disciplinary procedure, which provides definitions of misconduct, in addition to a code of conduct, which is made available to all students. These policies have been simplified and illustrated to make sure they are accessible to students with lower levels of English and are available on the VLE with links to the full university policy. All policies are explained to students at induction.

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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

The main medium of publicity is the website.

M23 Information is very well written in accurate English. The language used is clear, plain and accessible in all areas of the website.

M29 An old version of the Accreditation Scheme marque is used. This was corrected on the website during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Met
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.	Strength

Comments

P1 The premises are of an extremely high standard and external areas are very well looked after. The campus offers an attractive environment to work and study in.

P2 Classrooms are of an impressively high standard, large, light, spacious and very well equipped, with good flexible furniture, which allows for a variety of classroom layouts.

P3 There are ample, well-appointed communal relaxation areas within all of the buildings, as well as green spaces with outside seating for student and staff use outside class time.

P4 Free drinking water is available on campus, but not in every building and it is not always clear where to find it. Food is also available but provision is limited over the summer and does not offer much variety or cater to the tastes

of international students. However, the campus is very close to the town centre where there are many food outlets. P6 The staffroom is large and spacious, with enough workplaces for all teachers, comfortable seating and lockers to store personal belongings. All staff have their own desk and computer. There is a small kitchen off the staffroom where teachers can prepare food and hot drinks. Teachers in the focus group meeting were very satisfied with the staffroom.

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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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

P9 All classrooms are very well equipped with interactive whiteboards (IWBs), data projection and audio-visual internet access, as well as whiteboards and flip charts. Technical staff are always available to help with any technical issues and there is good training available for staff to help them update their skills and knowledge of new technologies.

P10 The university has invested heavily in its library and created an impressive facility for group and independent study. There are hundreds of free-access computers, laptops to borrow, and state-of-the-art computers for creative activities, as well as plentiful paper-based resources. Every floor has areas for relaxation, quiet study areas and support for independent learning. The library is open 24 hours a day, all year round, including Christmas Day and New Year's Day, and is very well used by international students.

P11 Students are given a library induction when they start at the university, with additional help sheets and quizzes. Library 'buddies' are employed to assist students with any specific learning or access needs, and a whole raft of support is in place, including one-to-one appointments, to encourage best use of the facilities on offer.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 A number of teachers on EAP courses are not TEFLQ. Of seven rationales presented, five were accepted within the context of this inspection, as the teachers concerned were deemed to have sufficient previous EAP experience and to have good support from the academic manager. Two were not accepted, as the teachers had very little EAP experience. There is an unacceptably high proportion of staff without appropriate qualifications for teaching EAP courses.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for	Strength

absent teachers.	
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T7 There are effective arrangements in place to ensure cover at all times. A cover rota is in place with named members of staff on site to provide cover when necessary. Lesson plans designed for emergency cover are available.

T9 The academic manager and programme leaders are available for day-to-day support and are in contact with teachers, through informal meetings or by email, as well as more formal weekly meetings. Staff in the focus group meeting spoke very highly of the level of support given.

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.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Strength
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 very much based on an analysis of students' needs and developed to meet their changing and future needs. The course structure is detailed and comprehensive. It is described in the students' handbooks and detailed on the VLE.

T12 Course design is reviewed regularly through module evaluation and student and staff feedback, both formal and informal. ELC staff have developed strong links with academic course leaders to ensure that students are well prepared for their target courses and that their needs are being met. Evidence was seen of review and major changes in the design and mode of delivery of both the in-sessional and pre-sessional courses.

T13 Course outlines, objectives and details of assessments are all made available to students on the VLE and referred to consistently in lessons.

T14 The English café is an integral part of the course, and students are timetabled to attend. Areas for everyday English language development are identified in tutorials and students can then work on these areas in a more informal setting.

T15 The development of study and learning strategies is central to the ethos of all courses at the ELC. Courses are designed around the future needs of the students in their target disciplines. Very useful information on study skills, language development advice, tips, helpful websites and strategies to become an independent learner are given to students on the VLE. Students can continue to access this bank of information when they have started their degree programmes.

T16 Using and benefiting from being in the local environment is integrated into course content. Part of the VLE is dedicated to everyday English and information on local activities students can get involved in. Every effort is made to help students integrate into the university and life beyond the ELC.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination	N/a

training best suited to their needs and interests.	
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T18 Tutorials are supportive and allow students and teachers to identify areas for future work and strategies to help students progress. Grades and progress are clearly recorded on the VLE, so that students know at all times how they are progressing.

T19 Support is built in to the courses through the tutorial system, the additional language development function of the English café and the careful monitoring of progress. Any issues of students not progressing as expected are picked up quickly and additional support put in place.

T21 Detailed academic reports are given to students at the end of their programme and to the academic departments they are joining. Advice is given on areas for future study and how to continue developing specific language skills.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All programmes running at the time of inspection were observed.

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not 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

T24 The content of lessons in nearly all observed segments was appropriate to the needs and cultural backgrounds of the students and to their current and future academic contexts. Class profiles in lesson plans showed a good awareness of individual students and their needs, although there was often no description of the learning needs of students in terms of language improvement. Where differences in language level were noted in classes, this was not always reflected in provision for differentiation.

T25 Students were following a controlled course of work with a clear focus and coherent and logical pathway, described in weekly plans on the VLE. However, in some cases the classroom activities to be undertaken were formulated, but not the learning outcomes. In some segments timing was poor, so teachers would not have achieved what they had intended, and there was little evidence of contingency planning for this eventuality.

T28 Almost all teachers assisted students and carefully monitored groups and pairs to ensure they understood and achieved the task. Feedback on incorrect language was rarely given, although some evidence was seen of teachers preparing for delayed error correction, and little attention was paid to correcting pronunciation. For most teachers observed, the focus was on performance in relation to academic study skills, rather than linguistic focus or objectives.

T29 Some teachers used concept-checking questions and elicitation to check if learning was taking place. In stronger classes, students were asked to reflect on an activity just completed or work done in previous classes. In weaker segments the teachers were not checking whether students could reuse 'new' language in other related contexts.

T30 Most classes evidenced very high levels of rapport, varied interactions and activities, and a brisk pace. Teachers clearly knew and valued their students, who were mostly highly engaged throughout.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to less than satisfactory with the majority being satisfactory. Teachers provided good models of English, and, on the whole displayed a good knowledge and awareness of linguistic systems. Learning outcomes were, in some cases, shared with students and achieved through a clear sequence of activities. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the current needs of students and to prepare them for future academic contexts. However, insufficient attention was paid to pronunciation errors. Generally, students were engaged and the learning atmosphere was purposeful.

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.	Strength
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.	Strength
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 is very good provision to ensure the safety and security of students and staff on campus and in university residences. In addition to normal fire safety measures, there are trained fire marshals. There is 24-hour security, with four security staff on duty at any time; security staff will, on request, provide an escort to accommodation or a campus car park; and all students and staff are encouraged to download a 'safezone' security app.

W3 There is wide-ranging provision for pastoral support both within the ELC, through fortnightly tutorials, and through central support services. Faith groups are well catered for and advice is available for students in private accommodation.

W4 The university's expectations of student behaviour are made clear in a number of ways. These expectations are referred to during the induction for ELC students, and a simplified version of the university's policy, with a glossary of key terms, is available on the university's VLE.

W6 There is an excellent meet-and-greet service, and clear information is available on independent travel. Students in the focus group meeting confirmed that transfers were efficient, with only minimal waiting time.

W7 Wide-ranging information is made available in advance and during induction, when students are able to register with the police, open a bank account and get advice on accommodation. ELC tutors use the speaking test during induction to check on students' welfare.

W8 Very clear information is available in advance, with key points reinforced during induction, when students have an opportunity to register with a doctor's surgery. Details of first aiders are widely available and 24-hour security staff are all first-aid trained.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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	Strength

accurate information.	
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

W9 The accommodation visited was of a very high standard, and students in the focus group meeting were very positive about what is provided. Wifi is available, students can control heating in their rooms, and there is a range of accommodation, including ensuite, to cater for students with different means.

W11 Excellent procedures are in place to ensure the safety and suitability of the accommodation. Regular, thorough checks of rooms are carried out, and any necessary repairs are completed. There is a rolling programme of refurbishment.

W12 Students receive clear and detailed information on the accommodation they have been allocated. This supplements the already helpful information on university accommodation available on the website.

W13 Good proactive measures are in place to check on students' satisfaction with their accommodation. These include a helpful booklet in each room with information and contact numbers, a welcome meeting in each residence, regular visits to residences during term time, and warden walkarounds during summer. There are effective systems for dealing with any maintenance issues.

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

The university does not offer homestay.

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

W21 Students who prefer to rent privately are referred to the student union, which operates a landlord and letting agent accreditation scheme. The union employs two professional advisers who follow up any complaints and can give advice on contracts and other aspects of private rental.

Leisure opportunities	Area of strength
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Met

Comments

W23 There are good systems for raising students' awareness of what is available within the university. The VLE is also used to alert students to events and activities more generally.

W24 The leisure programme is designed to cater for both students' interests and their needs. The student union arranges fortnightly trips, and a range of further activities is offered through university clubs and societies. Campus services also organise events to encourage a sense of community among home and international students in university residences.

W25 The social programme is carefully designed to maximise opportunities for interaction. 'Buddies' are paid to accompany and interact socially with ELC students on trips and, loosely supervised by ELC teachers, also run the English café, which runs three times per week.

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	2010
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service training programmes.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

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

Student profile

Student profile	At inspection	In peak week: August (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	161	161
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0

Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	161	161
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	18–25	18–25
Adult programmes: typical length of stay	Nine weeks	Nine weeks
Adult programmes: predominant nationalities	Chinese, Kuwaiti, Saudi Arabian	Chinese, Kuwaiti, Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	13
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	12	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
One academic manager was teaching 4.5 hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	13
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	127	N/a

Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	34	N/a
Overall totals adults/under 18s	161	N/a
Overall total adults + under 18s	161	