

Organisation name	University of Central Lancashire
Inspection date	29 September – 2 October 2015

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

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in student administration (M13) and academic management (T11) have been addressed.

### Summary statement

The British Council inspected and accredited the University of Central Lancashire in October 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

The English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and vacation courses for adults (18+).

Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, teaching, care of students, accommodation and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	November 2007
Last full inspection	March 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Credit bearing and non-credit bearing undergraduate and postgraduate modern languages; undergraduate and postgraduate TESOL; undergraduate and postgraduate programmes relating to language and communication; undergraduate and postgraduate qualifications in journalism, interpreting and translation.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Dip HE & BA English for International Business at Shanghai Institute of International Business and Economics SUIBE International Foundation Year at Hebei University UCLan School of Creative Industries BA International Business Communication (Year 3) Centro Espanol de Nuevas Profesionas, Madrid, Spain

## State sector

Type of institution	University
Other accreditation	N/a

## Premises profile

Address of main site	The University of Central Lancashire (UCLan), Preston, PR1 2HE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The University of Central Lancashire is a city university located on a large campus close to the centre of Preston. It is organised into four main areas, which reflect the way in which the site is intersected by public roads. The buildings are a mixture of purpose-built and converted, with a large proportion having been built or refurbished in recent years when the university underwent a period of rapid growth. A number of student accommodation blocks are situated within the campus area. The EFL operation (The Language Academy) is located in the Adelphi Building close to the centre of the campus and adjoins the students' union and the library. The main occupant of the building is the school of journalism, language and communication, of which the Language Academy (LA) is formally part. The university's senior management team occupies the third floor. The Adelphi Building contains a few small lecture theatres, but is otherwise not much used for teaching. It accommodates the LA's small administrative office and the offices of the teachers and academic managers, most of which are shared. The LA has no dedicated teaching space. Classrooms are centrally timetabled and are located across the campus. In addition to the library and students' union, campus facilities include an arts centre, a purpose-built sports centre, a medical centre and a number of food and drink outlets and convenience stores. There is also a large sports arena, which is located about two miles from the campus.

<b>Student profile</b>	At inspection	In peak week September (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	99%	99%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	345	345
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
<b>Overall total</b> ELT/ESOL students shown above	345	345
Minimum age	18+	18+
Typical age range	18–28	18–28
Typical length of stay	3 month to 3 years	3 month to 3 years
Predominant nationalities	China, France, Japan	China, France
Number on PBS Tier 4 General student visas	260	260
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	14	60–80
Number on child visitor visas	0	0

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	14
Number teaching ELT under 10 hours/week	7	
Number teaching ELT 10–19 hours/week	6	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	80	

### **Academic staff qualifications to teach ELT/ESOL**

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	12
Certificate-level ELT/ESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0
<b>Total</b>	14

These figures include the academic manager(s)

Comments
The figures include three academic managers who were timetabled to teach during the inspection. One other academic manager was present but was not on the teaching timetable and is not included.

## Course profile

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

### Comments

The minimum age for all EFL courses is 18, although the university itself has no minimum age. There were three types of course running at the time of the inspection: 1) a BA (Hons) course in international business communication (IBC), which accounted for the largest proportion of students (about 70%), 2) a year-round pre-session course (15%) and 3) a general English and IELTS preparation course for Japanese exchange students and Saudi officers, who were taught together (15%). A university-wide in-session programme of EFL electives was due to start shortly. There is also a summer pre-session course and an English language summer school, neither of which was running at the time of the inspection.

## Accommodation profile

### Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	105	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	240	0
<b>Overall totals adults/under 18s</b>	345	0
<b>Overall total adults + under 18s</b>	345	

## Introduction

The University of Central Lancashire is a multi-disciplinary university with approximately 31,000 students, 23,000 of whom study on the Preston city campus. It has campuses in other parts of north-west England and in Cyprus. It also has partnerships with universities in China and Mauritius.

Since the last inspection, the university has undergone significant restructuring. The new structure, which was effectively launched this academic session, has twenty schools grouped into five colleges, each headed by an executive dean with both academic and budgetary responsibility. The former school of languages and international studies has become the school of journalism, language and communication (the School). It is part of the college of culture and creative studies (the College) and it continues to run the degree courses in international business communication and English for international corporate communication. Within the College, a language academy

(LA) has been formed which is responsible for the non-degree EFL courses and in-session modules. The School teaches a wide range of foreign languages, both as degrees in their own right and as elective modules in other degree courses. It also offers degree courses in sign language, deaf studies and interpreting. The School's Worldwide learning centre runs part-time courses in twelve languages for students across the university and members of the public, in addition to offering a range of self-study facilities and advice.

The inspection took place over three and a half days. Meetings were held with:

- the deputy vice-chancellor, research and internationalisation
- the head of the school of journalism, language and communication
- the dean and college director of business communication
- the director of studies
- the assistant director of studies
- two course leaders
- the director of library and information services
- the librarian for the college of culture and creative studies
- the human resources manager
- the head of student residential management
- the accommodation co-ordinator
- the senior administrative assistant
- the senior administrative officer
- the enrolment manager
- the deputy director of student and academic support
- the student union membership services manager
- the advice and representation manager
- the principal lecturer with responsibility for the Worldwide learning centre
- the school lead for teaching and learning
- the director of international academic and business development
- the international student support and compliance manager
- the Sir Tom Finney sports centre manager
- the sports arena manager
- the safety, health and environment manager
- the safety, health and environment advisor

The inspectors also held focus group meetings with teachers and with two groups of students. One inspector visited three halls of residence.

## Management

### Legal and statutory regulations

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

### Comments

M1 Sampling identified the following issue: evidence was not provided that the university has an up-to-date Copyright Licensing Agency certificate; the institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input checked="" 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 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 structure is complex but reasonably clear. The LA, which is not responsible for degree courses, is located organisationally within the college of culture and creative studies (the College) under the supervision of the dean and college director of business development (one person). The LA is physically located in the school of journalism, language and communication (the School), which belongs to the same college. The BA (Hons) courses are located in the School, not the LA, and are under the supervision of the head of school. The School is managed by a head and the college director of business development. The academic managers of the LA report to the college director of business development. At operational level, academic management is carried out by course and module leaders. However, the LA also has a director of studies, who supervises all of its courses, and an assistant director of studies who supports the director and has particular responsibility for the pre-sessional courses, both summer and year-round, and the summer school. The dean and the head of school report to the executive dean of the College. In the LA, continuity is ensured by there being a director of studies who is supported by an experienced assistant director of studies, who can deputise. The degree course team is very experienced; staff have worked together for a long time and are sufficient in number to ensure continuity.

M4 There are good formal and informal channels of communication at all levels. Both the degree course and LA teams meet formally at regular intervals; notes are taken and actions recorded. The degree course teams share two adjoining offices, which facilitates informal communication. The academic managers in the LA meet regularly with the dean. There are also several college and university committees on which members of the LA serve. The dean represents the LA at senior management level. Teaching staff reported that they felt well informed.

M6 It is university policy that original qualification certificates be examined and copied before a contract is signed. Verification is done by the human resources department. However, human resources do not currently have a checklist of acceptable ELT qualifications. Furthermore, complete records are not kept of who checked the original certificate or when.

M7 There are thorough procedures for induction at both university and local level, which are supported by comprehensive checklists. University induction materials are also available on the staff intranet. This includes mandatory training in four key areas, including health and safety and diversity. There are also detailed and well-prepared induction materials for teachers joining the summer pre-sessional course and the English language summer school. Teachers confirmed that the induction they received was helpful. Late starters said that they were given individual support.

M8 There is a well-documented formal appraisal scheme for staff on contracts of two years or longer. It operates on an annual cycle and involves an interview either with the line manager or a senior colleague. The process is well supported by notes and guidance. It includes the setting of objectives and there is provision for interim review. Temporary teachers have a weekly meeting with the assistant director of studies and a management-led observation, which is both prepared for and followed up on. The university has disciplinary and competence procedures which can be invoked for poor behaviour or performance. However, informal steps such as observation by a critical friend are usually sufficient.

M9 There is a culture of research and sharing ideas across the university, which provides a fertile environment in which staff can develop professionally. The university has a central provision, which includes some mandatory courses: these can be booked on-line. The presence in the School of cognate disciplines including TESOL, translating, interpreting and sign language, as well as other languages, means that there are staff development events and seminars on a wide range of related areas. Staff wishing to upgrade their professional qualifications are supported financially. There is encouragement and financial support to attend conferences and other external events. The LA runs a programme of EAP-related teacher development sessions during the academic year. Shadowing and mentoring are also encouraged, both for teachers and administrative staff.

### 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 type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Comments

M11 Students receive detailed information on their chosen courses from the website before arrival and in the form of module information packs and course handbooks during their stay.

M13 Emergency or next of kin details are not held for all students. Where they are held, they record the relationship

of the contact to the student, but not whether they speak English. Local addresses were not on record for 29 students. The lack of complete emergency or next of kin contact records was noted in the previous inspection report.

M14 The university has an effective policy on attendance, which is clearly communicated and implemented consistently. All students are required to carry a student ID card. Attendance is recorded centrally through electronic touchpads at the entrance of each teaching room. The LA keeps additional records on a spreadsheet, which enable it to monitor attendance more closely. There are well-staged informal and formal procedures for following up on poor attendance.

### Quality assurance

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

### Comments

M16 An action plan was produced for the points to be addressed within six months and these have been satisfactorily addressed. However, no plan was produced for the seven other points arising, two of which are still to be addressed.

M17 The university has thorough and rigorous procedures for reviewing its systems, processes and practices and these apply to the EFL provision. The degree courses are subject to annual monitoring, which includes scrutiny by external examiners and takes account of student feedback. The LA courses are also monitored annually and student feedback is included in this. Thorough reports are written with involvement from the teaching staff; they are circulated to key stakeholders; actions are taken and recorded.

M18 There is a culture of listening to students and taking their views into account. There are many and varied ways of capturing student feedback. At an early stage, student views are collected through staff-student liaison panels; there are induction feedback questionnaires after the first two weeks; deans meet with course representatives twice a semester. On a larger scale, student views are captured through the international student barometer and the university student survey. The students union also represents student views. Feedback is analysed by course leaders, by the associate dean and the dean and action is taken either immediately, if possible, or when appropriate.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Much of the recruitment of international students is through partner universities, many in China. Printed leaflets are the predominant medium, although the website is also important.

M21 The language is clear and accurate. The publicity is mostly in English, although brochures for the IBC have been translated into Chinese for partner universities.

M23 Courses are described in detail with clear indications of levels and objectives, as well as progression routes.

M24 Specific information about the times of most classes cannot be provided because of the modular nature of the

courses, although a general indication is given. However, the times of summer school classes are predictable and these are not given. The minimum enrolment age for LA and degree courses is 18 and this is clearly stated. The one exception is the EFL electives, which are university-wide. The university does not have a minimum enrolment age, although in practice it is unusual for a student under the age of 18 to be enrolled and none was at the time of the inspection.

M27 The publicity gives an accurate description of the summer school social programme. Sufficient general information on social activities in the IBC and EICC is available in the leaflets, although not on the website. For the pre-session programme, the leaflet simply states that there is a programme of social events, which is not sufficiently informative.

### Management summary

The provision meets the section standard and exceeds it in some areas. The management of the provision operates to the benefit of its students. *Staff management* 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 checked="" 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 facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 The university generally offers a spacious and comfortable environment for students and staff. The LA, however, has no obvious focal point for staff or students. It lacks a reception area, which detracts from its sense of identity.

R2 The premises throughout the campus are very well maintained, in a good state of décor and cleanliness.

R3 Classrooms are sufficiently spacious, well lit, free from disruptive noise and arranged so that students can see, hear and write in comfort. However, several of the rooms on the timetable during the inspection were furnished for lectures with seats in rows, in some cases fixed. This arrangement is not sufficiently flexible for interactive language classes.

R4 The university has a number of spaces across the campus where students can relax and consume food. These are conveniently placed, spacious and comfortable. They range from large refectories, which serve hot meals and salads, to coffee shops with comfortable seating. There are also convenience stores and vending machines across the campus, including in the library, which is open all day seven days a week during term time. The choice of food available is appropriate, affordable and includes healthy-eating options. There is also a wide range of food outlets in the immediate locality.

R5 The campus has clear and consistent signage, which means that in spite of its large size it is straightforward for visitors to find their way around without asking for directions. Buildings are clearly named and room numbering is logical and well signed. There are helpful maps on boards at key locations, and teaching buildings have video displays in the lobby showing what is timetabled in each room. Exit signs are clear and fire evacuation procedures are prominent. The LA has recently moved into its current location and signage to its rooms is adequate but not prominently displayed.

R6 Most staff are accommodated in sufficiently spacious shared offices with good-sized desks and satisfactory storage space. The director of studies of the LA has an individual office, which is also used for one-to-one meetings.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R8 There is a good stock of materials and resources for teachers, which is held in the LA, in the library and in the Worldwide learning centre. The resources are both in print and, increasingly, digital format. The university subscribes to a range of relevant professional journals and online resources, including an EAP toolkit, for which it has a site licence. There is a budget for purchasing materials and evidence shows that requests for new materials are generally met. The presence of the MA TESOL course means that there are good resources on methodology and linguistics. Facilities for printing and photocopying are sufficient and are backed up by reasonably responsive support.

R9 All classrooms are equipped with networked computers and data projection facilities or interactive whiteboards. It is clear that staff are appropriately trained and well supported and the equipment well maintained.

R10 The university has a large library, which is organised into quiet and more interactive study areas, including bookable group study rooms. In addition to print resources, there are a large number of computers, both desktops and laptops, the latter of which can be borrowed. The EFL resources include both print and electronic materials and some CDs and DVDs. There is also a stock of graded readers. The stock is organised according to the Dewey Decimal system of classification, which means that EFL resources are spread across several aisles. Labelling, however, is clear. Language students, including those studying EFL, also benefit from the Worldwide learning centre, which is housed in the same building as the LA. This holds a stock of language learning resources and equipment which can be borrowed. It has a help desk, a suite of ten computers with a proprietary self-study language learning package installed on them, a quiet work area with comfortable seating and 16 workstations, a computer room with 24 workstations and a language laboratory with 18 workstations, these last two facilities for use with a teacher. The library and the Worldwide learning centre co-ordinate on resourcing.

R11 Both the library and the Worldwide learning centre offer thorough guidance to students. All EFL students are taken to both during induction and given a tour. In the library, this is normally led by the designated librarian for the College with their teacher in attendance. Both the library and the Worldwide learning centre have help desks, although for the library, much of the guidance is online.

R12 There are good processes for reviewing and developing teaching and learning resources. Reading lists are reviewed annually as part of the monitoring process. The LA and the School work with the designated College librarian to update stocks. There is evidence that the LA has been building up its own resources since the recent restructuring.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some areas. The premises are spacious, well maintained and offer a pleasant environment for students and staff. Learning resources are ample and enhance the studies of students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

#### Academic staff profile

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

T2 An overwhelming majority of the teachers are TEFLQ.

T4 Four academic managers were present at the time of the inspection, all of them very experienced in their areas. Three were TEFLQ and one was TEFLI. The TEFLI member of the team is well supported in her role by TEFLQ colleagues.

T5 A rationale was submitted for the TEFLI member of the academic management team, which was accepted within the context of this inspection.

### Academic management

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

#### Comments

T7 Timetabling in most respects is effective. However, there is no dedicated teaching space for EFL classes and central timetabling has resulted in rooms being scattered across the large campus, with in many cases unsuitable rooms with lecture-style seating being allocated.

T10 There is an active, ongoing programme of continuing professional development activities, both in the LA and the School, which takes place both during the academic year and in the summer. Peer observation is an important part of the School's programme. For the summer programme, there is a thorough induction programme and tailored sessions on supporting teachers to work in informal settings, such as when they lead activities which are integral to the teaching programme.

T11 Although observation is carried out systematically in the LA and School, only the LA has a policy of management-led observations carried out by a TEFLQ academic manager. In the School, observation is by peers only. This situation was noted in two previous inspection reports.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T13 Course design is reviewed annually as part of the university-wide monitoring process. Written reports are produced with input from teachers and students. These are considered at a senior level and actions are recorded and followed up on.

T14 Courses are described in detail in module specifications and course handbooks.

T15 Learners are encouraged to become self-aware and to develop methods for study and research. This is particularly salient in the pre-sessional and degree courses, part of whose rationale is to develop study and learning strategies. However, it also applies in the summer school, where students are encouraged to use online resources to develop their skills and knowledge. Reading for pleasure is also encouraged and there is a course social media site which students are able to contribute to after the end of the course.

T16 Courses incorporate a range of appropriate strategies to enable students to develop their language skills outside the classroom. The pre-sessional programme uses projects which involve library and internet-based research. There is also a programme of authentic academic lectures which is prepared for in class and followed up on. The summer school uses task-based learning to link classroom-based learning with out-of-class activities. The degree courses use similar strategies to the pre-sessional programme and in addition offer students the opportunity to make overseas trips as part of the course programme.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T18 All courses incorporate assessment and the monitoring of student progress. For the degree courses and the pre-sessional course, assessment is both formative and summative with written feedback and regular meetings with a tutor. The summer school and general English and IELTS courses are not formally assessed, but assignments and tests are set and students receive frequent feedback on their work.

T20 Assessment criteria and procedures are spelt out in detail in course handbooks.

T21 All students receive a transcript of marks. Written reports are provided on request, as are references.

#### Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	BA (Hons) International Business Communication, Pre-sessional, General English & IELTS

#### Comments

None.

#### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

T23 Teachers demonstrated sound knowledge of the use of English and gave helpful and appropriate models.

T25 Lesson plans took good account of the objectives of the course and the needs of the students. Materials were well suited to the aims and to the needs of the students. In better segments, potential difficulties were identified as well as how to pre-empt them.

T26 Activities were well linked into coherent sequences with good referencing of previous learning and incorporation of relevant homework. Learning outcomes were expressed in terms of what students can do, and were shared with students.

T27 The classroom environment was generally well managed in spite of sometimes less than entirely suitable rooms. Boardwork was well organised and interactive whiteboards were in most cases used competently. Handouts were well prepared and well presented.

T28 A satisfactory range of appropriate techniques was used, including elicitation of ideas and language, questioning and checking understanding. In better segments, there was good immediate correction of spoken production and some appropriate use of spelling aloud. In low-level groups, there was some appropriate controlled practice. However, there were some missed opportunities for correction and some unhelpful questioning.

T29 Activities were generally well managed and students were on the whole engaged. Instructions were clear and understanding was checked. There was good variety of interaction and time limits were set. There was little movement, mainly because of the constraints of the rooms, but where it happened, it was well managed. However, some segments were too presentational and lecture-like.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent with the predominance being good. Teachers showed sound knowledge of linguistic systems and adapted their language appropriately to the level of their students. Lesson planning was thorough and clearly related to course objectives and the needs of students. The classroom environment was well managed. Techniques were varied and appropriate. Students were engaged and the learning atmosphere was generally purposeful. *Teaching* is an area of strength.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. The teachers are well qualified and supported by suitably experienced academic managers. There is good provision for continuing professional development. *Course design, Learner management* and *Teaching* are areas of strength. The teaching observed met the requirements of Scheme.

## 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 checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

### Comments

W1 The university has extensive provision for safety and security, supported by clear policies and procedures. Wider systems are well supported locally, and with a personal touch where possible. The safety, health and environment (SHE) team has overall responsibility for training, risk assessment, and first aid provision, and works closely with the dedicated security team to provide comprehensive training, support and oversight. Trained staff across the university have specific responsibilities for different areas of health and safety, and the security team in particular provides a strong service to both students and staff throughout the campus and in halls of residence, including 24 hour CCTV monitoring. They are the first responders to any incident, and both staff and students spoke appreciatively of their helpful and supportive approach. A major incident procedure is in place.

W2 The university welfare team provides pastoral care, and is supported through specific roles and responsibilities at departmental level, as well as through the new system of 'hubs' across the campus, where any student can go with any kind of question or issue. There is a pastoral focus in tutorials, and good guidance for personal tutors.

W3 Students are informed at induction of the staff members to whom they can take personal problems, and their personal tutor is made known to them on arrival.

W4 The policy on the university website defines bullying and harassment and includes guidelines and procedures for reporting and follow-up.

W6 Information is only provided on travel from Manchester airport. The cost is not specified, but a link is provided to a national rail information page. Free airport transfers can be booked through the website; this information is quite difficult to find.

W7 All students benefit from extensive and comprehensive advice and information made available in many different ways, including through the student portal, emails, noticeboards, events and briefings. A multi-faith centre is located on campus.

### Accommodation profile

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

Three residences were visited, two of which were owned and managed by the university. The third was privately owned and run, but appears on the university's list of approved providers.

All residences were on, or at the edge of, the campus, and very easily accessible and convenient for all parts of the university. All were laid out in shared flats with between six and seven rooms and communal kitchen and seating areas. Of the university-owned residences, one provided ensuite rooms and the other shared bathroom facilities. The

private provider's residence offered ensuite rooms. All accommodation viewed was clean and in a good state of repair.

**Accommodation: all types**

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W9 University residences provide a high standard of accommodation and facilities, and private providers are not recommended unless they meet appropriate standards.

W10 As well as maintaining regular oversight and maintenance of university-owned properties, the accommodation office keeps a list of recommended private providers. These providers are inspected and need to resolve any issues identified before they can go on the list. A checklist is used and records are kept.

W11 Rooms in university residences are reinspected at every change of occupancy, and all opportunities are taken to inspect rooms during term time without intrusive behaviour – for example during maintenance checks or cleaning procedures. A number of private providers are also reinspected each year and records kept.

W14 A survey to canvas opinion takes place early in the year to ensure the best level of response. Students are made aware of the dedicated residence officers and the accommodation office staff, just two of the numerous channels through which students can signal and get help with problems. Considerable work goes into resolving ongoing problems, although this process is not formally recorded, and students are not systematically asked at an early stage if they are satisfied with their accommodation. One or two students in the focus groups mentioned minor problems that might well have been picked up in this way.

**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**

Homestay accommodation is not offered.

**Accommodation: residential**

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

**Comments**

None.

**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 The university provides an approved list of private accommodation and extensive advice, guidance and practical support to students in securing appropriate private rentals.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W26 A very wide range of opportunities is available, and information is widely disseminated throughout the year, much of it through the students' union (SU). All students on the main campus have free membership of the university sports centre, and there is a university sports arena a few miles away. Both centre and arena offer outstanding facilities and services.

W27 A leisure programme is provided for the summer school and the pre-sessional summer period, organised by the LA. Teachers get involved with the programme, as well as interns taken on as activities organisers. Staff are appropriately briefed, excursions well-prepared and links effectively established between leisure activities and wider programmes.

W28 Risk assessments for trips and activities are regularly audited and reviewed following any incident. Each school has its own health and safety coordinator, as does the SU.

W29 Staff responsible for trips and activities receive appropriate training and support, through the SU and/or the local health and safety co-ordinators. The risk assessments of any external providers are checked.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The university has extensive and well-organised provision for the safety, security, pastoral care and welfare of both staff and students, and there are strong systems for the dissemination of information. University accommodation is of a very good standard and there are comprehensive systems to assist students with all aspects of their accommodation, whatever the provider. Leisure opportunities are numerous, varied and well organised. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

