

Organisation name	University of Central Lancashire, Preston
Inspection date	7–10 May 2019

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W26 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited University of Central Lancashire in May 2019. 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).

The English language teaching department of this university offers courses in general and academic English for adults (18+) and young people (16+) and for closed groups of adults (18+).

Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, course design, care of students, and accommodation.

The inspection report noted a need for improvement in the area of publicity.

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

Introduction

The University of Central Lancashire (UCLan) comprises four faculties and the Lancashire School of Business and Enterprise. In addition to its main campus in Preston, the university has three further campuses, in Burnley, at Westlakes, near Whitehaven, and in Cyprus. The Language Academy, which has responsibility for the teaching of English for general and academic purposes, is located in the School of Language and Global Studies, part of the Faculty of Culture and Creative Industries.

Three English modules are delivered on the Westlakes campus as part of a Medical Sciences foundation programme; all other English language teaching takes place on the Preston campus. This includes a pre-sessional programme with a variety of entry points and course lengths, a summer school, and a variety of in-sessional provision, including modules within undergraduate and postgraduate degree programmes in business communication, bespoke support for students of business, engineering, fire safety, and journalism, open-access modules at two levels, workshops, and one-to-one drop-in tutorials.

The university has no minimum age for admission, and students aged 17 have been admitted to the Medical Sciences foundation programme at Westlakes. However, the Language Academy has set 18 as the minimum age for entry to its eligible courses on the Preston Campus.

The inspection took place over four days. Two inspectors spent three days at the main campus in Preston and one inspector spent one day at the Westlakes campus near Whitehaven. At the Preston campus, the inspectors held meetings with the head of the School of Language and Global Studies, the human resources manager, the head of student wellbeing services; the head of student safety and living; the director of international recruitment, the admissions manager; the director of studies (DoS) of the Language Academy (LA) and other LA academic managers; the deputy head of administration for the LA; the student attendance and immigration compliance officer; the quality lead for the school, the customer support manager, the customer services manager, the head of student residential management, and the accommodation services adviser; the safety, health and environment manager and adviser, a representative of estates operations; the marketing assistant; the librarian for the Faculty of Culture and the Creative Industries; the sport and physical activity manager and the student union development co-ordinator. Focus group meetings were held with teachers and students; all teachers teaching on the days of the inspection were observed; and one inspector visited four halls of residence (two university owned, one leased and one registered) in Preston. At the Westlakes campus, one inspector had meetings with the Medical Sciences foundation programme co-ordinator, the senior student wellbeing officer, who is also the designated safeguarding lead for this campus, and the building administrator (classes had finished the week before). A student focus group meeting was held and the private hall of residence was inspected.

Address of main site/head office

Fylde Road, Preston PR1 2HE

Description of sites visited

The main campus of UCLan is located 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 LA is located in the Vernon Annexe on the northern edge of the campus, some five minutes' walk from the library and other central facilities. The Annexe contains two staffrooms, staff offices, a relaxation area, a kitchen for the use of staff and students, and three dedicated classrooms. Additional, centrally-timetabled teaching rooms are made available as necessary. 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.

UCLan's Westlakes campus (Samuel Lindow Building, Westlakes Science and Technology Park, Moor Row, Whitehaven CA24 3JY) occupies one building on a Science and Technology Park set in a rural area several miles outside Whitehaven in West Cumbria. The English language modules of the Medical Sciences foundation programme are taught in two adjacent teaching rooms just off the reception/relaxation area on the ground floor. Students also have access to a library, a common room and an IT suite. A private hall of residence is a ten-minute walk away.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

General ELT for adults (18+) and young people (16+)	<input 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"/>
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 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"/>
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

A variety of in-session provision is offered during the academic year. This includes English modules which form part of a Medical Sciences foundation programme on the Westlakes campus. Pre-session programmes are offered throughout the year.

At the time of the inspection, teaching on all academic-year programmes had finished, and only the pre-session programme was running.

Management profile

The DoS of the LA is in effect the director, with overall responsibility for strategic development, financial management and academic leadership. The DoS appraises all academic staff in the LA; administrative staff are appraised by the LA's head of administration. The DoS reports to, and works closely with, the head of the School of Language and Global Studies.

Accommodation profile

The university owns and manages five on-campus halls of residence, providing a range of accommodation from standard single study-bedrooms in flats of five to seven students with shared bathroom facilities to premium ensuite study-bedrooms. Both types have shared kitchens. It also leases blocks of rooms in nearby private halls which provide ensuite accommodation in flats with shared kitchens. The university accommodation service is responsible for booking and allocating places in owned and leased halls. The accommodation office also recommends a number of "registered" halls, all ensuite, and "registered" privately-owned houses and flats in town. Information is provided by accommodation office staff, but bookings are made directly with the hall or private landlord.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* is an area of strength, but well-established, effective systems also underpin other areas of management. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a convenient, comfortable and professional environment for work and relaxation. There is a good range of learning resources, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students, and expert technical support is readily available. *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. 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. Course design takes careful account of student needs and quality management processes ensure the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are very well cared for on safe and secure campuses, both of which display a very positive ethos of respect and equality. They are well supplied with information and advice about life in the UK, including medical matters. Students benefit from very well-

managed accommodation services. They have access to a wide range of leisure opportunities, but more attention needs to be paid to some aspects of safety during LA leisure programme activities. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is clear and staff training is thorough. Parents are fully informed of the level of care available to under 18s, and residential accommodation is carefully monitored. Suitability checks need to be more comprehensive if they are to meet Scheme criteria.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The university's goals and values came out of a wide-ranging consultation process and are clearly stated on the website and the intranet. School meetings have encouraged engagement with the values, which are displayed in classrooms.

M2 The LA's strategic plan, which is logically linked to those of the School and university, is clear, detailed and realistic; it is also reviewed every six months.

M3 The structure, including continuity arrangements, is clear, but the need for further administrative support at times has been recognised. Paid student interns are currently used to carry out some administrative tasks; a request has also been submitted to the university for additional administrative staff to cover the summer period.

M4 There are very good, well established formal channels of communication within the LA and the School, and the LA is represented on relevant university committees. Regular meetings, minuted as appropriate, are held within the LA and between the DoS of the LA and the head of school. Informal communication is also facilitated by the compactness of the LA. Teachers in the focus group meeting were very positive about the accessibility of the head of school.

M5 There are wide-ranging systems for collecting student feedback, including meetings with student representatives. Evidence was seen of action taken.

M6 Good systems are in place for the regular collection and recording of feedback from all staff. This contributes to action planning at LA and school level. Very positive feedback was seen from teachers on the summer school in 2018.

M7 Formal LA, school and university processes ensure regular and systematic written review which is oriented towards continuing improvement.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met

M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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

M9 Job descriptions exist for all roles and are regularly reviewed. However, there is an apparent mismatch between the job description for the DoS of the LA, which acknowledges that the role encompasses duties normally associated with the director of such a unit, and the job title. University systems, under which specific roles are associated with academic status and qualifications, mean that the roles and responsibilities of other members of the LA staff are also not always fully reflected in post titles or job descriptions.

M10 The recruitment process requires applicants to supply names of three referees, but the university normally takes up only one. Two references were not on file for all recently employed LA staff.

M11 University induction processes for both academic and non-academic staff are staged and very thorough. An exemplary induction booklet includes information, checklists and reflection points. LA teachers employed for the first time in summer 2018 reported that their three-day induction had been very helpful.

M12 Although there are very good systems for appraisal and for monitoring new staff, teachers are not observed on a regular basis by a TEFLQ academic manager (see T10).

M13 The university offers a range of CPD opportunities, and LA staff also benefit from and contribute to the forum organised by the School of Language and Global Studies, which draws on cognate disciplines, including TESOL, translating, interpreting and sign language, as well as other languages. Staff wishing to upgrade their professional qualifications are supported financially. There is encouragement and financial support to attend conferences and other external events.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Recruitment staff are carefully monitored during probation and there is a stringent selection procedure for educational agents, who are on two-year contracts. Students in the focus groups on both campuses were very positive about staff approachability and helpfulness.

M15 There are university recruitment staff and educational agents in a number of overseas countries, who can provide information and advice in students' first language if necessary. Admissions staff continue to play a role in the progression of applicants for the pre-session on to their main programme.

M16 Procedures are efficient, a sympathetic approach is adopted to requests for refunds, and good records are kept.

M18 Records do not indicate whether the emergency contact is an English speaker.

Publicity	Need for improvement
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear,	Met

accurate and accessible English.	
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main medium of publicity is print, PDFs being sent to overseas partners. The website contains additional current information.

M22 Publicity refers to 'small class sizes', when the maximum class size is 20. Preston itself is described in terms which, without further justification, seem hyperbolic (a 'vibrant, cultural ... contemporary place to study').

M24 Total class hours shown are misleading in that breaks are not indicated.

M27 The description of accommodation for both campuses is detailed and clear.

M28 The website states that academic staff are 'fully qualified'. This is not an accurate description of all staff at all times.

M29 The accreditation marque is used inappropriately and reference to accreditation is misleading. The marque is used on a leaflet describing teacher development courses which are not accredited. A description of degrees in international business communication states that 'courses and eventual qualifications are ... endorsed by accrediting bodies such as the British Council'.

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 All the areas visited were clean and, despite the age of some of the buildings, very well maintained.

P2 All the classrooms seen were of an appropriate size, quiet, and equipped with easily moveable furniture.

P3 In addition to ample external space for relaxation, the campus has a number of comfortable and very spacious internal social areas; these contain small kitchens, with microwaves for student use. LA students also have access to a kitchen in the Vernon Annexe. Westlakes provides facilities for heating food and places for students to eat their own food; they also access to hot and cold food and drinks in an adjacent building as well as a vending machine in their own building.

P6 The two staffrooms used during the academic year are well equipped, with individual computers and secure space for personal possessions. A third room in the same building is available as a staffroom for summer staff. As well as the common social spaces, LA staff can make use of a central relaxation area in the Vernon Annexe; there is also a small seating area in the kitchen.

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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 Teachers have access to a good range of print materials and online resources. The university subscribes to a number of relevant professional journals and the library has a good stock of methodology texts.

P9 Technology for teaching is up-to-date and well maintained. All classrooms are equipped with interactive whiteboards or networked computers with data projection facilities. Good technical support is available when needed and training for teachers is provided.

P10 There are very good facilities across the university for independent learning, including support for students with visual impairment. The library contains readers and other EFL resource. The Westlakes library stocks a small collection of English language books, including readers, which are available on loan.

P11 A tour of the university library forms a standard part of student induction, and evidence was seen that library staff proactively encourage library use and offer help. LA staff also recommend learning resources.

P12 Course review includes evaluation of teaching and learning resources. Teachers in the focus group stated that any requests are granted. Possible library accessions are also discussed on a regular basis with the faculty librarian.

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 Four teachers teaching on pre-sessional or in-sessional programmes have only initial TEFL qualifications. The individual rationales submitted for all four were accepted on the basis of their previous teaching experience, the support available from academic managers, and in two cases, their relevant specialist qualifications. However, the proportion of TEFL-initiated to TEFL-qualified teachers on English for Academic Purposes courses is unacceptably high.

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 absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T9 Teachers in the focus group meeting commented positively on the day-to-day support available within the LA. The university requires teachers to participate in annual peer observation triads within the school, but no notes on peer observations are requested or retained.

T10 There is no system for regular monitoring observation by a TEFLQ academic manager of staff on either campus. All new short-term staff are observed by an academic manager and records were seen of these

observations, but the template used does not include on action planning.

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.	Met
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.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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

T12 All courses are reviewed either as part of the university's annual processes, which include a requirement to produce a course-enhancement report, or through LA-internal meetings, which are minuted. Evidence was seen that changes are made as a result of these reviews.

T14 Courses include tasks designed to encourage language learning through directed out-of-class activity, such as educational excursions and research related to a course theme. Summer school programmes in, for example, Art and design and Media and journalism, include components taught by subject specialists.

T15 Study and learning strategies are an integral element of degree programmes and the pre-sessional, with specific support available through workshops and one-to-one tutorials.

T16 Courses incorporate a range of appropriate strategies to enable students to develop their language skills outside the classroom. These include assessed community-based projects and encouragement to carry out voluntary work. Posters also evidence classroom discussion of strategies.

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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 All courses incorporate assessment, feedback on assessment, and the monitoring of student progress. On degree programmes and the pre-sessional, students also have an academic advisor, and online records of meetings are held.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

The inspection took place immediately after a bank holiday. As a result of unexpected student absences, classes were much reduced in size, which may have affected the normal dynamics. In one of the seven segments observed, students were engaged in a writing activity; another was a one-to-one tutorial to help a student prepare for a presentation.

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.	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.	Met

Comments

T23 Teachers demonstrated sound knowledge of the use of English and its underlying systems and provided generally appropriate spoken and written models.

T24 In general, lesson content related appropriately to course objectives and learners' needs. However, class profiles were sometimes very general and there was no evidence in plans for monolingual classes that likely phonological difficulties had been taken into account.

T25 Lessons had been carefully planned to provide for a coherent sequence of activities. However, learning outcomes were not always articulated in ways that would allow for evaluation of learning.

T26 Teaching techniques were generally appropriate. Elicitation, prompting, and concept checking were well handled in most segments.

T27 Technology was handled competently, with colour used for highlighting in some cases. Handouts were well produced. Evidence was seen that the classroom environment is fully exploited for the display of students' work.

T28 Feedback was encouraging and often given during close monitoring of pairs and small groups. Although there was some explicit plenary correction of written forms and self-correction was occasionally prompted, opportunities were sometimes missed for correction of phonological errors in particular.

T29 Evaluation took a number of forms, including checks on previous learning, assessment of performance on productive tasks, and student self-evaluation, but was not always explicitly related to planned learning outcomes.

T30 The atmosphere was positive in all classes, and teachers had clearly established a rapport with their classes. A minority of the segments observed were very teacher-centred, however, and in these there was no evidence of planning for student-student interaction.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers showed a good analytical knowledge of English and provided appropriate models. Lesson content was broadly relevant to learners' needs and the sequence of activities was coherent. Teaching techniques were generally appropriate, technology was handled effectively, and across classes a variety of techniques was seen to provide feedback on student performance and evaluate learning. There was a positive learning atmosphere in all classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Strength
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	Met

provider, in writing.	
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 Safety and security are a high priority, which is achieved through detailed policies and effective procedures, put into practice, as necessary, by experienced and trained staff. At least two fire evacuation drills per year are carried out at Westlakes but only one at main campus.

W2 UCLan has a fully comprehensive policy and a clear set of procedures to deal with emergencies on both campuses and offsite. The emergency incident team are well trained, and procedures have been reviewed and revised as a result of practice sessions. Mandatory training of staff, including summer activity staff, and thorough induction of students ensure that all are aware of how to respond.

W3 Student wellbeing is a priority. A centralised support hub ensures that students are informed about, and encouraged to use, a wide range of services which provide them with a very high level of pastoral care. The hub is located in a central position in the library, and is staffed by knowledgeable personnel, who channel students through to the source of support most appropriate to their needs. There is a multifaith chaplaincy at main campus and two rooms available for prayer at Westlakes. Students in both focus group meetings felt they were very well cared for.

W4 A comprehensive *Abusive behaviour policy* (including Prevent) states very clearly the university's zero tolerance approach to any type of abuse. This underpins the ethos of the institution with its emphasis on care, inclusivity, respect and individual dignity. The availability of an easy to use "report and support" procedure facilitates effective operation of all aspects of the policy.

W6 Informing students about means of travel from point of entry to the university is very well managed. A free airport pickup from Manchester airport is available at the beginning of the academic year. Westlakes students are brought to the main campus and are transferred on by coach. Ample information is provided either through the website or individual emails for those students who arrive at a different time or who choose to travel independently.

W7 There are a number of sources of information and advice about life in the UK, which are available for students pre-arrival, on arrival and throughout their course. All are well presented and easy to access. Students in the focus group meeting at main campus valued the information hub in the library as the central "go to" point for information and advice about any aspect of their stay. The information hub at Westlakes, although smaller, is equally useful, as staff can consult the main campus team and refer on if necessary.

W8 Students are very well informed about all aspects of health care at all stages. At enrolment, international students are helped to register with the GP practice which is on the campus, where there is also a dental practice and a pharmacy. At Westlakes, students are helped to register with a local GP practice. Both campuses have sickrooms and very good first aid provision.

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 accurate information.	Strength
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.	Strength
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 Residential accommodation provides good-sized single study-bedrooms, with generous storage space, a good-sized desk and fully satisfactory lighting and ventilation. All residences have free Wi-Fi access. Single gender flats can be arranged. Clear service agreements are in place for leased and registered halls and adherence to them is monitored. Registered shared houses are bound by the university's core requirements which are also monitored.

W11 All accommodation run by or recommended by the accommodation service is fully checked for safety and

suitability at least annually and always before students are placed. Detailed records are kept. Fire risk assessments are carried out and Gas Safe certificates, where appropriate, are displayed. All residences have 24-hour security and access to first aid. Registered private houses are inspected by university accommodation staff once per year, with checks on fire risk assessments and Gas Safe certification.

W12 Very clear and detailed information about accommodation is available on the website and this is confirmed to individual students once a booking has been made. Contractual details are very clear. Distance from teaching premises is stated clearly. All residences are within walking distance; registered student houses are a maximum 20 minutes away by public transport.

W13 Procedures for checking student satisfaction with their accommodation are comprehensive. Accommodation office staff visit all residences within 48 hours of admission and note and deal with any problems. A full online survey takes place at the end of September. Results from the 2018 survey show an impressively high level of satisfaction with all aspects of accommodation provision and this was confirmed by the positive comments of all students in both the focus group meetings.

W14 Service agreements are detailed and clear. Frequent checks are carried out by accommodation office staff to make sure they are being adhered to.

W15 All accommodation is self-catering.

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

Comments

None.

<i>Accommodation: other</i>	
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.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met 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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 Students are kept well informed about the wide range of leisure, social and sports activities available through the LA, the Student Union (SU) and the excellent sport and exercise facilities available in the university. Many of the activities are free. Students in the focus group meetings commented positively on the variety of what was on offer and several had taken part in sport and SU activities. At Westlakes, students receive information about and are encouraged to take part in local sports and fitness activities.

W24 Students benefit from a full range of leisure opportunities appropriate to their interests. The leisure programme for the winter and summer schools is interesting and appropriate. Pre-sessional students during the year can enjoy a number of local, cultural events which are integrated into their curriculum. At Westlakes, students on the Medical Sciences foundation course have benefited from team-building events and visits to local places of interest.

W26 Risk assessments for sports and exercise activities and SU events are satisfactory. However, in the case of LA activities, although students are given clear instructions about how to behave during off-site activities, and the

activity leaders of the summer and winter schools are well trained, off-site risk assessments are generic, refer only to a “field trip”, and have not been made specific to the particular activity.
 W27 Students can take part in many of the free sports and exercise activities available at the university. All coaches and trainers are experienced and qualified. All activities are fully risk assessed.

Safeguarding under 18s

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

Comments

The university does not have a minimum age for entry. The LA is responsible for three English language modules on the Medical Sciences foundation course. This is the only eligible course that enrolls under 18s. Two under 18s are on the current course but only one is taking the English language modules.

S1 The university has a comprehensive and clear safeguarding policy written in accordance with the principles of UK and international legislation and following government guidance. It includes names of designated safeguarding leads (DSLs) and the composition of the institution’s large safeguarding team. It refers to complementary university health and safety policies and appendices include a clear reporting procedure and a code of conduct for all staff. The policy is reviewed annually.

S2 Training of all staff is very well covered. Basic training is mandatory for all staff and designated personnel have advanced and specialist training. Training is regularly refreshed. The senior wellbeing officer, who is the designated safeguarding officer for Westlakes, is experienced in dealing with young people and is trained to specialist level.

S3 Admission of under-18 students is very carefully considered. Parents are made fully aware of the level of care available and sign to indicate that they understand its extent and limitations. Parental consent forms are required before an offer can be made. Parents are sent a copy of the university’s safeguarding policy.

S4 Only one reference was sought for the English language tutor at Westlakes who has occasional one-to-one sessions with students. She has not been DBS checked. The senior wellbeing officer, who is also the designated safeguarding lead at Westlakes, has not been DBS checked.

S7 Westlakes students are accommodated in a private hall of residence adjacent to the campus. A full risk assessment has been carried out for under 18s in the residence; parents are sent and are required to sign a copy of the risk assessment to indicate that they understand the nature of the provision. There are close links between the residence manager and university welfare staff at Westlakes and accommodation staff at main campus.

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	November 2007
Last full inspection	September 2015
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 programmes in TESOL, language and communication, journalism, interpreting and translation. Externally validated pre-service teacher training programmes.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Shanghai Institute of International Business and Economics - SUIBE (Dip HE & BA English for International Business)

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

	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	52	114
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	N/a	365 (includes in-sessional)
Part-time ELT aged 16–17 years	N/a	1
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	52	480
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 (Preston campus) No minimum age advertised for Westlakes	18 (Preston campus) No minimum age advertised for Westlakes
Adult programmes: typical age range	19–25	19–25
Adult programmes: typical length of stay	2 weeks to 3 years	2 weeks to 3 years
Adult programmes: predominant nationalities	Chinese, Japanese	Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	21
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	4	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	80	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4
Comments	
DoS: no regular teaching; Senior Lecturer: no scheduled teaching in week of inspection (maximum six hours per week at other times); two module leaders: four hours and six hours respectively in week of inspection (normally a maximum of ten hours per week).	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	1	0
Home tuition	0	0
Residential	47	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	4	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	52	0
Overall total adults + under 18s	52	