

Organisation name	University of Bedfordshire, Luton
Inspection date	16–18 October 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S6 and S7 have been addressed.

Summary statement
<p>The British Council inspected and accredited University of Bedfordshire in October 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this university offers courses in general and academic English for adults (16+) and for closed groups of adults (16+) and vacation courses for adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The University of Bedfordshire has campuses in Luton, Bedford, Milton Keynes and Aylesbury and a student body of more than 20,000 students from over 120 countries.

English language provision is delivered by the Language Centre (LC) and takes place almost exclusively on the Luton campus, with a small amount of provision in Bedford where required. The LC sits within the Faculty of Education and Sport.

Staffing has remained relatively stable since the last inspection, and the director of studies (DoS), who had recently taken up her role at the time of the last inspection, remains in post. She is in charge of the management of the LC, overall responsibility for which lies with the associate dean for quality.

The inspection took place over two and a half days. Meetings were held with the deputy vice chancellor, academic, the associate dean, quality, the DoS, the international and EU admissions manager, the deputy academic registrar, the LC administrator, the student tracking administrator, the academic liaison librarian for the LC, the head of campus services, the campus living officer, the two LC senior tutors, the assistant director of student experience, the international marketing manager, the health and safety advisor, the assistant director of sport, and the head of student services.

Two focus group meetings were held with students and one with teachers. The inspectors observed 14 of the 15 teachers timetabled to teach during the inspection. One inspector visited two halls of residence on-site at the Luton Campus and one private home accommodation.

Address of main site/head office

University Square, Luton, Bedfordshire LU1 3JU

Description of sites visited

The Luton campus is situated in the centre of the town, close to shops and amenities. It is a compact campus which includes accommodation alongside a range of other facilities and amenities. The LC is located within the most central block, which also houses the main reception, the business school and the campus centre. The LC has eight dedicated classrooms, and also includes a reception area, a computer room, staffroom and offices.

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

Comments

Courses run are pre-sessional, communication skills (in-sessional language support), and the international foundation programme. General English and IELTS preparation courses are offered part-time during the year and also form the basis of the three-week summer school. Students aged 16–17 are occasionally accepted onto these adult courses.

Accommodation profile

Accommodation is offered in halls of residence and a limited number of private homes. Two halls were visited on the main university campus in Luton. They consisted of flats with five single, ensuite bedrooms and a shared kitchen. Common rooms and social programmes are available to residents. One private home was visited, with most of the provision being located within easy access of the campus.

Private home accommodation is provided through an independent agency, which is managed by the company that also owns and runs some of the halls. All homes are carefully selected and monitored before any recommendations are made. The agency's office is based in the student services office, which coordinates all accommodation

mediated via the university. Homestay provision may be negotiated between the student and the host but the one visited was offering private home accommodation. Payment arrangements in private home or homestay accommodation are between the student and the host.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provision operates in accordance with the provider's stated goals, values, and publicity, and to the benefit of the students, with clear strategic planning supported by strong communication at all levels. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good 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. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The language centre offers a very safe and secure environment for both students and staff. Students' needs for pastoral care and information are extremely well met. Accommodation systems are generally efficient and the accommodation provided is of an appropriate standard. The provision of leisure opportunities is very well managed and meets a wide range of student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is comprehensive and clear, and staff well informed and trained. Safer recruitment procedures are in place. However, arrangements for the supervision and safety of students in residential accommodation and outside the scheduled programme are inadequate.

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.	Met
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 strategic plan provides a clear statement of the goals and values of the organisation. It was developed with the help of groups of staff and students in a consultative exercise, and all staff were aware of its existence and purpose. Senior staff, both in the LC and more widely, were aware of the potential impact of both ELT sector and organisational factors on plans in all areas.

M2 The strategic plan and faculty plans set out clear goals and processes, with effective progress monitoring and

procedures for review. The LC is clearly and comprehensively incorporated into these wider processes.

M4 There are numerous channels of communication, both formal and informal, which are clearly effective locally and more widely across the university. All staff interviewed were well informed, engaged, and showed awareness of the goals and values of the organisation.

M6 The university has a number of regular, formal feedback mechanisms for all staff, and there is evidence of initiatives being taken in response to staff feedback. At faculty level, the appraisal system provides opportunities for staff to put forward opinions and ideas, and local team meetings ensure that non-permanent staff are included. Staff leaving the university are invited to exit interviews.

M7 The university has a comprehensive and regular quality review cycle incorporating multiple sources of references, including staff and student feedback. The DoS provided an exceptionally clear and comprehensive self-evaluation in the form of a commentary on each of the Scheme criteria.

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.	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.	Not 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

M11 A thorough induction is provided for all staff, including temporary staff. As well as a formal university induction there is a local process, with a checklist for managers. All new staff are assigned a mentor.

M12 The appraisal system does not include all staff, only those on permanent contracts.

M13 Continuing professional development (CPD) is well established and funded within the university and is the responsibility of a designated staff member. A wide range of opportunities is available and efforts are made by the DoS to ensure that non-permanent and part-time staff are able to benefit from the provision. Appraisals and teacher observations effectively identify development needs and opportunities and financial support is available to upgrade qualifications.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a 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

M19 Attendance and punctuality are very well handled. A clear policy is in place, and students are made aware of both policy and procedures. The student tracking administrator and the LC administrator are in charge of monitoring attendance; they liaise with relevant colleagues, are assiduous and systematic in following up attendance and, because of their specific roles, are able to help balance potential welfare and academic matters with visa and policy requirements.

Publicity	Met
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M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the university's website. Brief information on English language provision is also included in undergraduate and postgraduate prospectuses, and the LC also produces some information leaflets. M24 Although some changes were made during the inspection, information is not consistently provided for all courses. There is no course description for general English and times of classes and hours of teaching are not given for foundation programmes. The minimum enrolment age is not given for any course. M25 The cost of examination fees was not provided; this was added during the inspection and is no longer a point to be addressed.

Premises and resources

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

Comments

P1 The university campus provides a very comfortable environment. Buildings are well maintained and presented to suit a university student population, and there is ample space throughout the campus for students outside class, including access to well-maintained outdoor areas with seating. P2 The dedicated LC classrooms are well equipped, spacious and quiet with good natural light and flexible furniture. Where occasionally additional rooms are required, these are available and can be allocated for long-term use. P3 There is very good provision for relaxing, eating and drinking. The LC itself, and the university as a whole, provide a welcoming environment that encourages students to stay on the premises and socialise and/or study. P4 Water coolers are available and there are several cafes and food/drink outlets on campus, with a good range of affordable fare. The university is very centrally located close to a wide range of shops, cafes and restaurants.

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

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
<p>P9 Educational technology in classrooms is used regularly and confidently, and students have very good access to computers and learning materials in the LC, as well as in the university library. Teachers also enjoy good access to technology, and training and support in its use. There is free Wi-Fi and a helpdesk for any technical issues.</p> <p>P10 The university's virtual learning environment (VLE) is used regularly and effectively by teachers and students, as an information and learning resource. In addition, both the university library and on a smaller scale the LC computer room offer a good selection of appropriate resources in different media and are well presented and organised.</p> <p>P11 The library provides tailored induction and ongoing guidance both online and through drop-in sessions. The LC computer room, which can be booked and used by teachers, is introduced at induction and consistently supported by the LC administration team, whose office space opens on to this room.</p>	

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.	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	
<p>T1 A rationale was provided for one teacher without a Level 6 qualification. This was accepted within the context of this inspection; the teacher has been studying at Masters' level and is due to complete an MA in the next academic year.</p> <p>T2 Although the majority of staff are TEFLQ, rationales were provided for the three TEFLI teachers teaching EAP. The rationales were accepted in the context of this inspection because all three teachers had relevant experience and were being appropriately supported.</p> <p>T4 A rationale was provided for the member of the academic management team who was not TEFLQ. This was accepted in the context of this inspection because he is expected to gain TEFLQ status in the next year, and he is both well supported and appropriately deployed.</p>	

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.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments	
<p>T9 Teachers benefit from very good support and guidance, in particular from the DoS and course co-ordinators, and new teachers are assigned a mentor. There is regular exchange of good practice through workshops in team meetings, and peer observation is actively supported.</p>	

Course design and implementation	Met
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	Met

students and feedback from teachers and students.	
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T13 Written course outlines are not provided for students on part-time courses.

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

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All.

Comments

One teacher was teaching on the Bedford campus in the week of the inspection, and it was not possible to include her in the observation schedule.

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.	Strength

Comments

T23 Teachers generally provided accurate models of spoken and written English, with occasional exceptions where rather unnatural models were used. In stronger lessons additional information was provided, such as phonetic script and parts of speech, and there was some clear explanation of language as it arose. Opportunities to explore language were not always exploited and definitions were often imprecise.

T24 Plans were generally clear, and both lessons and materials were relevant to course types. Learning needs had clearly been taken into account, but there was little information in plans about specific individual or group needs and how to deal with them. Some plans did include differentiation which was especially helpful where classes had a range of levels.

T25 Lesson objectives were normally shared with students, although some were rather imprecise and often expressed as teaching aims and topics, rather than as learning outcomes. Activities were clearly linked to aims and staging was appropriate.

T26 A fair range of appropriate techniques was seen, including some very good elicitation. Checking techniques, when used, were very effective, but teachers often relied on asking for definitions which were then not checked for comprehension with the rest of the class.

T27 Technology was widely and confidently used and some teachers made use of pre-prepared materials such as slides, cut-ups and cards. In some cases, the coursebook dominated and teachers worked through exercises without effectively exploiting the material. Whiteboards were generally well presented, although some disorganised and untidy boards were also seen. Seating arrangements were not always effectively organised.

T28 Teachers monitored students' language during activities, and provided positive feedback and encouragement. A range of correction techniques was seen overall but there was no systematic approach to correction and in many classes little attention was paid to this area.

T30 Although pace was occasionally slow where some teachers adopted a lecture style, the majority demonstrated very good presence and rapport. They promoted positive and varied interactions and maintained a purposeful classroom atmosphere. It was clear that most teachers had a good knowledge of individuals' lives and experience, and learners were highly engaged in the majority of classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being satisfactory or better. Language awareness was generally sound, although exploration of emerging language was sometimes limited. Lesson planning was generally effective and topics and content of lessons were well chosen to reflect the students' needs and interests. Classroom resources were mostly used effectively although the coursebook dominated some lessons. An appropriate range of teaching techniques was in evidence, but no systematic approach to error correction. In the majority of classes there was a very positive learning atmosphere, and students were fully engaged in a variety of interaction patterns.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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 provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Arrangements to ensure the safety and security of students are of a high standard. These are supported by detailed premises risk assessments and a wide range of additional security measures, including managers dealing specifically with this area. All fire safety arrangements are strictly adhered to and information on related systems and procedures form an important part of students' welcome and induction.

W2 A detailed critical incident plan is in place covering a number of potential situations on and off site. This is regularly reviewed by the senior leadership team and information is communicated to staff and students via different channels, including the student union and nominated student representatives.

W3 A very high standard of pastoral care is available to students. After an induction when students meet members of staff who are able to assist them, they are introduced to a range of channels of support that are available in the wider university community. In addition, there is a policy of inviting previous students on the foundation programmes to meet and advise new students.

W4 The policies to promote tolerance and respect are communicated to both students and staff in a variety of ways to ensure that they have been well understood. The idea of respect is highlighted and illustrated during the student induction, and university wide support ensures that students can easily obtain assistance as required.

W7 Advice on living in the UK is given to students in a variety of ways. Before arrival students are sent links to the well-designed and informative International Welcome Guide. In addition, sessions during International Student Orientation week are supported by the Student Information Desk to ensure that students receive all the information and assistance they require to ensure a successful stay in the UK.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this area are fully met.	

<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	
The private home accommodation co-ordinated by the agency meets all the criteria listed above. However, the provision monitored during the inspection does not qualify as homestay accommodation as specified by the Scheme.	

<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	
W22 All private home accommodation, which may also be homestay, is managed and monitored very closely by the agency. Landlords wishing to be registered have to meet very high standards of provision including regular visits and safety checks.	

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

Comments

W23 In addition to freshers' week there is a further week's welcome for all students from overseas. Students are provided with wide-ranging information about all extra-curricular activities on an ongoing basis and benefit from all the facilities and information outlets that the university provides.

W24 In addition to the provision of a varied and appropriate leisure programme for students, in particular during the summer course, there is a selection of additional excursions organised by the International Office. Students are routinely canvassed on their preferences for leisure activities and benefit from the wide range of sporting and leisure opportunities offered by the university.

W26 All on and off-site activities are thoroughly risk assessed by trained staff and updated on a regular basis. Health and safety procedures within the university form part of a formalised process to maximise the effectiveness of all systems geared to ensuring the safety of students at all times.

W27 All university-wide sporting and leisure activities are managed by professional staff. In addition, trips organised by the language centre are led by experienced and trained staff who are not only conversant with all related risk assessments but also fully trained to deal with any emergencies that might occur.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Not met
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's policy on under 18s is as follows: *'We do not advertise English courses for, or intentionally recruit students below the age of 18, but recognise our responsibilities towards such a student will stand regardless.'* The LC has not enrolled any under 18s in the last three years. The evidence to support the evaluation of the Scheme's safeguarding criteria is based on existing documentation and meetings with those responsible.

S6 Risk assessments are carried out for activities on site or off site, and any additional under 18s requirements are documented and notified. However, currently there are no curfew times for under 18s and no separate guidelines on what they can do and where they can go outside the scheduled programme.

S7 Students no younger than 17 may be accommodated in halls of residence. However, current supervision arrangements do not meet the Scheme's requirements.

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	May 1991
Last full inspection	April 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	Bedford Campus. Two or three classrooms used as required.
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: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	138	138
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	253	270
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	391	408
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	19–50	19–50

Adult programmes: typical length of stay	2–30 weeks	8–30 weeks
Adult programmes: predominant nationalities	Romanian, Chinese	Romanian, Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	13
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	11	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

The DoS does not have a teaching commitment. The two senior teachers act as course co-ordinators and they were timetabled to teach 14 and 15 hours respectively in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	15
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	11	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	371	0
Staying in privately rented rooms/flats	9	0
Overall totals adults/under 18s	391	0

