

Organisation name	University of Bradford (The Language Centre)
Inspection date	7–9 February 2017

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

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

### Recommendation

We recommend accreditation with a spot check in the first 18 months, preferably at the time of the summer pre-session course. However, evidence must be submitted within six months to demonstrate that weaknesses in C2 and C4 have been addressed.

### Summary statement

The British Council inspected and accredited the University of Bradford (The Language Centre) in February 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

The English language teaching department of this university offers courses in academic English for adults (17+).

Strengths were noted in the areas of quality assurance, learning resources, academic staff profile, course design, teaching, care of students, accommodation, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	February 2017
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	N/a

## Premises profile

Address of main site	The Language Centre, University of Bradford, Richmond Road, Bradford BD7 1DP
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The Language centre is located in the Chesham Building of the City campus, which is about 15 minutes' walk from Bradford city centre. Currently, the Language centre shares a foyer leading off the main corridor with three other divisions of the Directorate of student and academic services (Academic skills advice, centre for educational development, and Student experience and success) and has the use of three staff workrooms on a minor corridor, one for the head of centre and the other two shared equally between the six permanent members of teaching staff. The administrator has an office on an adjacent corridor, where there is also a room that can be used for one-to-one meetings, a shared resources room, which houses the photocopier, and a general staff work room where space can be allocated to additional, part-time staff when required. There is a shared staff kitchen. Language centre staff can also use a large board room on the main corridor of the building for meetings and for one-to-one sessions with students. All teaching takes place in teaching rooms in a number of other buildings on the campus, usually within five or ten minutes' walk of the Chesham Building, allocated centrally. There are also a number of general use buildings, for example, the Richmond Building, where, in addition to teaching rooms, university administration and student services are housed, Student Central, which includes the Student union and a number of study and social areas, the JB Priestley Library, and the Sports and amenities centre. All buildings have places for students to eat and relax. The University student health service building is situated a five minutes' walk off campus. The university-managed accommodation, The Green, is on City campus. Buildings are arranged as a small village, with rooms available either in apartments with six ensuite bedrooms or in 12-bedroom townhouses which have shared bathroom facilities.</p>

<b>Student profile</b>	At inspection	In peak week: October (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	6	18
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	0
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	107	316
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	111	316
Minimum age	17+	17+
Typical age range	18–40	18–40
Typical length of stay	2–4 years	2–4 years
Predominant nationalities	Iraqi, Libyan	Chinese, Italian, Korean
Number on PBS Tier 4 General student visas	approx. 60	approx. 200
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	1	

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

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>5</b>

These figures include the academic manager(s)

Comments
Two permanent members of staff were on sick-leave at the time of the inspection. Both are TEFLQ. Two additional teachers working on the summer pre-session programme are also TEFLQ. The TEFLI member of staff has completed two modules of a TEFLQ qualification.

## Course profile

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

### Comments

The Language centre runs a 30-week and a 20-week, year-round pre-session course (PREP1) in three ten-week blocks from January to September, and a ten-week and a six-week summer pre-session course for full-time undergraduate and postgraduate students who have conditional offers from the university. It also provides English language and academic skills development modules across both semesters for international students on mainstream courses; the first nine weeks of each module is a taught course with a published programme of classes and during the last three weeks individual support is available in bookable one-to-one slots. One-to-one sessions are also available at timetabled times throughout the year. An Academic reading and writing module is provided for international students on the Engineering foundation programme and embedded English and academic skills modules are currently being offered to international and home students in the Faculty of health studies. The minimum age for all Language centre provision is 17.

## Accommodation profile

The numbers below refer to full-time Language centre students only.

### Number of students in each at the time of inspection (Full-time students only)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	1	0
Staying in privately rented rooms/flats	3	0
<b>Overall totals adults/under 18s</b>	4	0
<b>Overall total adults + under 18s</b>	4	

## Introduction

English language and academic skills development has been available for international students at the University of Bradford since 1992, originally delivered through an academic department and since 2012 by the Language centre, one of a number of academic support services provided within the Directorate of student and academic services.

At the time of the inspection, the first block of the full-time 30-week pre-session course (PREP 1), a full programme of English and academic skills support modules, including some one-to one support, and the Reading and writing module for the Engineering foundation programme were running. Students attending the latter two types of provision are counted as part-time students in the *Organisation Profile* above and are by far the majority of students attending Language centre provision during the year. Embedded English and academic skills support for students in the Faculty of health sciences was not running during the week of the inspection but is scheduled for other weeks in the semester. Summer pre-session students are full-time.

The Language Centre moved from the Richmond Building to its present location in the Chesham Building in September 2016.

Two inspectors carried out the inspection. It took place over two and a half days and included meetings with the deputy vice-chancellor(operations), the registrar and director of student and academic services, the head of the language centre, the language centre administrator, three lecturers with responsibility for specific areas of academic management (EAP assessments, e-learning materials and pre-session course leadership), the student' records manager, the visa support officer, the designated human resources business partner for the Language centre, the designated subject librarian, the senior international marketing officer and the publicity content manager. Meetings took place with the international student adviser, the head of health, safety and wellbeing, the student safety and welfare co-ordinator, the media and entertainments manager, the sports officer and the student engagement manager, the accommodation services manager and a senior warden resident at The Green, the residential accommodation which was visited by one inspector. Meetings with two student focus groups, one with full-time and the other with part-time students, and one teacher focus group were held. All teachers teaching at the time of the inspection were observed.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 The management structure is clear and works well. All teachers and the language centre administrator are line managed by the head of the language centre. Her manager is the academic registrar and director of student and academic services, who reports to the deputy vice-chancellor (operations). Continuity has been maintained through the head of the language centre and a stable core of teaching staff.

M3 Job descriptions for all language centre staff are clear and specific. Cover arrangements are thorough.

M4 Formal minuted language centre staff meetings are held regularly, usually every two weeks. All staff are expected to attend. The head of the language centre meets with individual members of staff twice a month on a more informal basis and the close geographical proximity of all staff helps to ensure excellent communication within the centre. Equally effective communication channels are in place between language centre staff and the wider institution through regular meetings between the centre head and her line manager, and with staff in other departments and services for academic, administrative and welfare matters.

M5 The university human resource policies and procedures are sound, clear and detailed. Checking revealed, however, that the application of policies and procedures for recording and filing of documentation was inconsistent and exposed some significant gaps, for example, some contracts were not up-to-date.

M6 Personnel files showed inconsistent filing of documents required by the policies, for example, references for only two members of staff were seen and very few copies of original certificates of qualification were in evidence; those seen had not been signed or dated.

M7 Staff confirmed that induction at university and centre levels is thorough, supportive and continues to be available for some considerable time. Mentors and buddies are appointed. All induction activities are recorded on a detailed checklist.

M8 Records showed that all staff had been through the annual Performance and development review process with their line manager. Training for reviewers is compulsory and several members of staff had benefitted from the optional training available for reviewees. A comprehensive and supportive capability policy is in place and has been used in the past by the head of centre.

M9 The Performance and development review process identifies areas for possible development and provides opportunities for further training in specific skills and the achievement of qualifications, for example, one member of staff is being supported through a diploma-level teaching qualification and another has added to the specialist e-learning qualification she already has. All staff have had Prevent training and a number have undertaken management/leadership training.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

M13 Emergency contact details are recorded on the university system and are available to appropriate personnel if the need arises.

M14 There is a very clear student attendance policy made known to students through their course handbook, reiterated at induction and checked at tutorials. Student attendance at each session is recorded electronically by means of a swipe-card system. Students must complete an online absence form for every missed contact session and very strict criteria are applied before authorised absence is granted. Evidence was seen of early and swift follow-up of any absence that might be causing legal, academic or welfare concern.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 Ample evidence was seen, through minutes of meetings, course reports and student satisfaction summaries, of continuous review of systems, processes and practices with regard to, for example, course content, frequency and type of assessment, methods of delivery of programmes, learning materials, and timing of sessions.

M18 All pre-sessional students complete a very comprehensive paper-based evaluation form early in the course, covering all areas from first enquiry to arrival at university and induction, and an online survey at the end of each block. Data is collected, analysed and disseminated to the appropriate people for response and action. Student representatives attend a Staff/Student liaison committee meeting in the middle and at the end of each block. Detailed minutes are taken and action points noted. Informal feedback is also sought through weekly tutorials. Student evaluation of the English Language and Academic Skills support provision is collected at the end of each module through a professional online survey. Summaries are produced and inform the module report, which gives

details of possible areas for improvement and makes suggestions for beneficial changes.

M19 Staff feedback is gathered formally through annual Performance and development review meetings and interim individual meetings with line managers, as well as collectively through fortnightly staff meetings, Staff/Student liaison committee meetings and module meetings. Records showed action taken in response to feedback.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

Publicity consists of the university website and the language centre brochure, which is available on the website as a PDF, and as a well-produced hard copy. It contains a number of references to the website for specific items of information.

M22 Some photographs in the brochure would benefit from captions.

M23 Course descriptions are very detailed and include sample timetables. Clear information is provided on course content, levels, expected outcomes, and methods of learning

M24 Most points are covered for the majority of provision but the maximum class size for the summer pre-sessional course is not given and the minimum age is not stated for any course.

M25 Tuition and accommodation costs are clearly stated. Details of methods of payment, deposits and refunds are clear.

M26 Information about accommodation is detailed, clear and attractively presented with photographs of halls and video tours of some provision. This information, which is comprehensive and helpfully presented, is contained in an accommodation guide which can be downloaded from the university website, allowing potential students to make informed decisions about their accommodation choices.

M27 Some information is given about the language centre leisure programme and more is provided about Student Union provision. Useful information about the Student union, its facilities and its activities is available through the university website.

## Management summary

The provision meets the section standard and exceeds it in some respects. Staff management within the centre is sound but there are inconsistencies and significant gaps in the application of policies within the human resources service. Student administration is effective, quality assurance is thorough, and publicity is clear and accurate for the most part. *Quality assurance* is an area of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

R1 City Campus is compact with all main buildings, services and facilities within easy reach of each other, using clear pathways and roads. All buildings visited were well maintained, pleasant, clean and comfortable.

R3 Although teaching rooms are allocated centrally, staff can specify particular needs and reported that their requests were responded to positively. All teaching rooms seen during the inspection were satisfactory although the arrangement of desks in rows in some classrooms was not as conducive to language learning as other more flexible configurations of furniture.

R4 A number of very pleasant relaxation and eating areas are located around the campus. There is a wide choice of food available on campus, including vegan and halal, and a variety of commercial outlets within a short walking distance. The International study centre, an informal study and activity area that used to be part of the language centre but was transferred to the Student union in September 2016, is a popular place for international and EU students to meet students from other countries and cultures, including the UK, and was much appreciated by students in the focus groups.

R5 Overall, signage is satisfactory but in the Richmond Building and the Horton Building it is confusing. Language centre notices can be displayed on plasma screens in main malls, but there is no dedicated language centre notice board. This is partly due to the lack of a clear territorial identity for the centre, which currently does not have a high visible profile. This may be rectified when the proposed student self-access room, which is on the main corridor of the Chesham Building, is equipped and available for use.

#### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R7 Students are well resourced with learning materials. Pre-sessional students have coursebooks provided. All English language and academic skills support students are supplied with stimulus material and worksheets by the teachers. All materials used in teaching, as well as a selection of supplementary materials, are made available on the student virtual learning environment (VLE). Student attention is drawn to a wealth of self-access learning material and encouraged to use it for independent study and practice.

R8 Teachers are provided with their own copy of any coursebook being used. They have access to a wide range of other coursebooks and skills books and a growing selection of e-learning material, some of which has been produced in-house. Teachers are expected to put on the shared drive any teaching materials used in class. The Language Centre subscribes to a number of professional journals.

R9 All teaching rooms are equipped with interactive whiteboards or data projection facilities. General training is available through the university's professional development service and the Language centre has the benefit of having a permanent member of staff who is an expert in the field of e-learning and has provided specific training in its use. This was seen being used to advantage in every class observed. Teachers in the focus group spoke very highly of the prompt help/support provided by the university technology service when required,

R10 The library is open 24 hours per day and is closed on only five days of the year. Students may borrow up to 18 publications and have access to a wide selection of appropriate resources for different disciplines in different media. There are ample numbers of personal computers available, as well as a number of laptops for use in the library and some that can be borrowed. Study spaces vary from busy and lively to silent, and also include bookable group project rooms and classrooms. All students in the focus groups used the library and spoke very highly of the services available and especially the very helpful staff.

R11 The dedicated subject librarian provides inductions for Language centre students and students in the focus groups commented on how useful this was, as well as saying how helpful library staff are at all times.

R12 Resources are regularly reviewed by the teaching team and changes are made in response to staff and student feedback. There is a generous budget available and special attention is being paid to the development and use of e-learning materials, including the recent appointment of a specialist in this area.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. City campus is compact so all facilities and services are within relatively easy reach. Teaching rooms are centrally allocated and all classrooms seen were

satisfactory. There are numerous pleasant places for eating and relaxing and meeting other students. Staff and students are provided with a wealth of teaching and learning resources, which are well managed. The library provides an ample number of self access facilities and places for quiet study as well as an adequate supply of paper-based and electronic resources. *Learning resources* is an area of strength.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T2 All teachers, including two additional teachers working on the summer pre-session, are TEFLQ apart from one who is TEFLI.

T3 A rationale was produced for the TEFLI teacher teaching English for academic purposes (EAP). This was accepted as he is a highly qualified and experienced Modern Foreign Language teacher, has completed two modules of a diploma-level qualification, and has had other training in teaching EAP, including training in EAP assessment and technology enhanced learning (TEL) for EAP. He has taken part in peer review sessions and is a member of a very supportive team.

T4 The head of the language centre is TEFLQ and has an MA in ELT and Applied Linguistics. She has had a considerable number of years teaching experience in EFL, EAP and English Language Teacher Training both overseas and in the UK, as well as in managing this type of provision in universities. Other members of the team with specific academic responsibilities are TEFLQ and have experience of teaching and management.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

T8 All teaching sessions have a named cover teacher and further substitute arrangements are in place if the cover teacher is also absent. Classes are never cancelled. They are never merged. There was evidence of this system working well during the summer pre-session and at the time of the inspection.

T10 The university has a system of mentoring for newly appointed staff which has worked well according to two of the most recently appointed teachers. The head of the language centre is available at all times to provide guidance and support. The summer pre-session course leader did not teach so was available for support when needed. All members of the team are expected to take part in and/or lead in-house continuous professional development sessions, which take place on average once a month. A list of sessions delivered was provided. A full day is set aside at the beginning of the first semester for academic review and development planning. Peer observation is encouraged, managed and recorded. A specific budget is available for staff development. (See also M9.)

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Course handbooks state clearly the principles of course design: providing language and academic skills preparation for students planning to progress to mainstream courses, and providing language and academic skills support for students currently studying on mainstream courses. If appropriate for the group, materials specific to mainstream courses are used, for example in the Engineering foundation programme or the Faculty of health studies course. In support groups, however, there are students from a variety of disciplines, so every effort is made to provide generic learning materials and to practise language and academic skills that can be used in any discipline. One-to-one sessions, which are provided during the year as well as in the last three weeks of every support module, are more specialised. A coursebook is used on the pre-sessional courses; support courses are designed and resourced by teachers.

T13 All courses or modules are reviewed and course or module reports are produced. Reports include student and staff evaluation data and points noted at Staff/Student liaison committee meetings. There was ample evidence of changes being made in response to feedback, for example, the amount and timing of assessment on the pre-sessional courses and a number of changes to the delivery of support provision, including devoting the last two weeks to one-to-one sessions.

T14 Clear and full descriptions of the pre-sessional courses are provided in course handbooks. A simplified version of the scheme of work, drawing special attention to timing of assessments, is given to students at the beginning of each block. The weekly timetable also makes clear what will be covered and at the beginning of each session students are given an indication of what is planned for the session and this is checked at the end of the session. Descriptions of support modules are provided through a 12-week programme outlining topics and skills areas to be covered every week.

T15 Providing opportunities for students to develop independent learning strategies are integral to all courses. All teaching materials and additional supplementary materials are available on the university VLE; students are frequently referred to the VLE and homework is often based on exercises found there. Students are directed to a number of useful websites for further study and practice.

T16 The course handbook contains a number of suggestions of how language can be developed and practised outside the classroom, including noticing language around them, listening to the radio and watching television. Students are encouraged to take advantage of the leisure and sports activities available through the Student union and the many societies it sponsors. Students in the focus groups commented positively on the opportunities to meet other international and home students in the International study centre. (See R4.)

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T17 Pre-sessional placement is determined largely by IELTS score on entry but a number of other factors may be considered, for example nationality-mix and target mainstream course. For support modules, students select the sessions most relevant to their self-determined needs.

T18 Pre-sessional students are carefully monitored through a variety of formative and summative assessments and detailed records are kept. Careful attention is paid to students in danger of failing and extra help is available through tutorials and support from the course leader.

T19 Students do not take external examinations.

T21 Reports are produced for sponsored students; reports may be provided for individual students at the request of mainstream departments.

T22 All students are either on or preparing for courses at the University of Bradford.

### Classroom observation record

Number of teachers seen	5
Number of observations	8
Parts of programme(s) observed	Two pre-sessional classes; one postgraduate and three undergraduate support classes; one support workshop and one one-to-one session.
Comments	Three teachers were seen twice in order to cover the range of provision

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T23 Sound knowledge and awareness of the use of English was demonstrated in all lessons. Good models of spoken and written language and clear explanations of structures were observed. Occasionally, examples were presented without being set in a meaningful, and therefore more memorable, context.

T24 Excellent lesson plans were produced for all lessons, focusing clearly on course and module objectives, and taking clear account of the mixed mainstream discipline needs of support students as indicated in group profiles. Reference was frequently made to other sources of learning material for supplementary practice.

T25 Lesson outcomes were clearly stated and shared with students. Longer sessions were particularly well planned with clear progression through a number of staged tasks. Coverage of aims was checked at the end of the session and areas for further work were noted.

T26 A range of appropriate teaching techniques was seen. Elicitation of vocabulary and structural knowledge was effectively used, as was drawing on the students' own experience to make the lesson content more meaningful. A variety of student interactions kept the students engaged and reduced the time that could have been spent on more laborious feedback. Respect for students' mainstream subject knowledge was noted in all classes. In one-to-one sessions, every effort was made to help the student to work things out for themselves.

T27 Effective use of the interactive white boards, data projection, audio and video recordings was seen. Some excellent teacher-produced worksheets and sample texts were used to provide stimulus and practice in skills lessons.

T28 Self-correction, peer-correction and delayed correction techniques were seen, plus correction and remodelling of spoken English. Written work was meticulously corrected with appropriate praise, useful summary comments, and sound suggestions for further work.

T30 The pace of lessons was appropriate to the level of most of the students in the group and teachers took note of students who were finding tasks challenging and offered support. Students were fully engaged. Occasionally, there was too much teacher talk.

### Classroom observation summary

The teaching observed met the requirements of the Scheme as all segments observed were either good or better. Competent teachers planned lessons carefully and used a variety of appropriate techniques and a wide selection of interesting and relevant materials to provide opportunities for students to achieve their stated aims. Teachers showed a high level of awareness of students' mainstream subjects and of their need to be prepared for or supported through the demands of study in an institute of higher education.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Well-qualified teachers are competently managed and supported by a qualified and experienced academic manager in order to provide well-designed and well-organised courses and modules that meet the objectives of the students either preparing for or following undergraduate and postgraduate courses in the university. The teaching observed met the requirements of the Scheme. *Academic staff profile, Course design and Teaching* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 Full premises risk assessments have been completed. A risk assessment policy and procedures document has been produced and is available online. It contains useful practical information on producing risk assessments and helpful advice to staff and students. The campus has a 24-hour security presence with staff on call throughout. There is appropriate first-aid provision; the first point of contact for first aid is the security desk. All first aid trained staff have their own first aid packs and are responsible for replenishment as necessary. Fire drills are held regularly and all fire-fighting equipment is checked annually. Fire marshals are appointed for all buildings on campus. The university has a full-time health and safety officer and has comprehensive CCTV coverage. A procedure for responding to major incidents is in place.

W2 The university has a designated international student adviser who is accessible and is known to students. She arranges comprehensive orientation programmes for arriving international students, normally lasting a week. Resident students also benefit from an additional induction from the accommodation managers and student wardens, supplemented by an informative welcome booklet. Additional services available include a counselling service and a multi-faith chaplaincy. Under 18s in university residence receive an enhanced level of care and supervision.

W3 Details of who students should see with personal problems are given at induction and are included in the student welcome pack and are posted online. The member of staff responsible is the international student adviser, who has received specialist training and is very experienced. She is readily accessible to students either by appointment or on a drop-in basis. Space is available for private consultation.

W4 The university's policies and procedures for dealing with abusive behaviour are in place and are set out in relevant documents. A clear statement on abusive behaviour is included in information for students on the university website and is signalled to students during the online enrolment process, where they are required to confirm that they have read it. The director of student and academic services has been designated as Prevent lead and all EFL staff have completed training. A risk assessment and an action plan are in place. The appropriate external bodies to be contacted in case of any concerns have been identified and contacts have taken place. The university's Prevent compliance has recently been externally monitored and was found to be satisfactory.

W5 A 24-hour emergency number is shown on the student identity card and students are asked to key the number in to their mobile phones at induction.

W6 Information on travelling to the University is sent to all students as part of pre-arrival documentation. Links to public transport providers are indicated. A free transfer service to the university is operated from two local airports at peak arrival times, and has been well used by students.

W7 Information relevant to their stay is contained in a number of different student handbooks, and additional information is readily available from staff on request.

W8 The university health centre provides a comprehensive service and is available to all students. New students are encouraged to register with the health centre (and this is facilitated at orientation meetings) or alternatively with a GP near their accommodation. Information outlining eligibility for free NHS treatment is set out in the course handbook for student taking English language courses.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

The university offers self-catering residential accommodation for approximately 1000 students. This comprises single en-suite rooms and single rooms with shared bathroom. In both cases students have use of a shared kitchen. The accommodation, which was built about six years ago, is located on the campus. It is privately owned but is fully managed by the university, which has a management team on site as well as six resident student wardens, who are available to help students throughout.

All first-year students have the option of living in this accommodation, and it is compulsory for students who are aged under 18 at the beginning of their course, unless living at home or with other family members.

The university works closely with an independent student housing charity which advises and supports students who opt for private rented accommodation. The charity applies a quality code to accommodation that it recommends and also runs its own hall of residence. It has an office located in the university reception area, produces a printed guide to its services and has a website. Students opting for private accommodation sign contracts directly with landlords and make direct payments to them, not through the university or the charitable organisation.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

W9 The university accommodation is of good quality, is modern and is well maintained. Some units have disabled access. Washing machines and dryers are available centrally for a modest charge. Bedding is not provided but bedding packs, as well as cutlery, crockery and kitchen utensil packs are available to purchase and can be ordered in advance. Wi-Fi is available throughout the accommodation.

W10 All accommodation is inspected before each new occupancy.

W11 Accommodation is inspected three times a year, and shared kitchen areas are inspected every two months.

W12 Accommodation registers are up to date and complete. They are readily available to the accommodation management team and to campus security. Fire safety requirements are adhered to, including full fire drills.

W13 An informative accommodation booklet is available online to students before departure and is supplemented by a welcome booklet on arrival (also available online in advance), which provides detailed information on all aspects of living in university accommodation.

W14 The welcome booklet provides full details of the accommodation team, with phone numbers and email addresses. There is also a 24-hour emergency number. Students are introduced to the six resident student wardens at orientation meetings. There are always wardens available on duty at night and at weekends. They check with all new students in their first two weeks to identify any problems or concerns.

### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Comments

The university does not provide homestay accommodation.

### Accommodation: residential

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

## Comments

W22 Students are responsible for cleaning their own rooms, shared kitchens and passageways. Inspections are carried out regularly and action is taken if cleaning is being neglected. Cleaning equipment is provided. Stairwells, lifts and lobby areas are cleaned weekly by the university.

W23 Students are briefed at orientation on medical facilities and are encouraged to register with the university health centre, which is located a short walk from the campus. All campus security staff are first aid trained and student wardens are trained in responding to medical emergencies.

### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

W24 Students opting for private rented accommodation are referred to the student housing charity referred to in the accommodation profile. This body provides personal advice and information, supported by a detailed and informative booklet on all aspects of taking private accommodation.

W25 The housing charity keeps a list of suitable private accommodation which subscribes to its quality code. The university monitors the code of practice in association with the charity.

### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

W26 The student union has a full programme of activities which is publicised on the union's web pages, on social media and through email. Local events likely to be of interest to students are also publicised.

W27 Through the well-equipped student union a wide variety of activities is available, which cater to a range of interests. There is sufficient variety to ensure that students on longer courses always have a good choice. Many of the activities taking place through the student union are student led, ensuring that students' interests are met. Additional activities are arranged from time to time by the Language centre and by the international student adviser and the student engagement manager.

W28 Full risk assessments are completed for all activities both on and off campus. Student union officers have received health and safety training, including risk assessing.

### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The pastoral care provision is of a high standard. Residential student accommodation provided by the university is of very good quality and is efficiently managed. Student support and campus safety are well catered for. There is very good provision for social, leisure and sporting activities, mainly provided through the well-equipped student union. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

## Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

At the time of the inspection and in the months running up to it, no students under 18 were enrolled on Language centre courses. However, the minimum age is set at 17 and a small number of under 18s could be enrolled at a future date.

C1 The university has a detailed safeguarding policy with clearly stated procedures, including a code of conduct. All international students under 18, unless living with their own family, are required to have an official guardian resident in the UK, and are required to live in university residential accommodation on campus. There is a designated safeguarding lead for the university.

C2 Language centre staff have all had basic level safeguarding training. The designated safeguarding lead currently only has basic level training. There is an awareness that at least advanced-level training is required.

C3 The level of supervision for under 18s is outlined briefly in publicity material and on the university website. A parental consent form clearly states that the university is an adult environment and that supervision is not continuous. It is also clearly stated that a guardian is required and that accommodation on campus is compulsory unless living with family.

C4 University counselling staff, security staff and hall wardens are all DBS checked for suitability. However, Language centre staff are not currently DBS checked. There was no evidence presented of references having been taken up.

C5 Attendance in class is recorded and absences are followed up. Relevant academic staff are notified by the admissions office of any students aged under 18 at enrolment.

C6 Guidance is provided for resident students on behaviour in general. This guidance is appropriate for 17 year olds but is not formulated specifically for them.

C7 Training is provided for hall wardens on encouraging good behaviour and safe practices in residences. Students are advised on the etiquette of living in halls. Students under 18 are accommodated together, separate from older students, and are monitored three times weekly by hall wardens.

### Care of under 18s summary

The provision just meets the section standard. The university has a well developed safeguarding policy and has a designated safeguarding lead, who is, however, trained only at basic level. Whilst some staff are DBS checked, Language centre staff are not. Students under 18 are required to live in university residence on campus (unless with their own family) and international students are required to have a UK-based guardian if not accompanied by adult family members. Some supervision is provided in university residence by hall wardens, who are suitability checked. It is made clear to parents that the university is an adult environment.