

Organisation name	University of Chichester
Inspection date	6–8 August 2018

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

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

Summary statement
<p>The British Council inspected and accredited the University of Chichester in August 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching departments of this university offer courses in general, academic and professional English for adults (18+) and for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The University of Chichester is located on two campuses, one in Chichester, and one in Bognor Regis. The ELT provision is the responsibility of two units: the International Short Programme Unit (ISPU), and International English (IE). Both are based on the Bognor campus.

The ISPU, located within the Institute of Education, delivers closed group courses for students and teachers/trainers/academic managers of English. These courses take place throughout the year but the majority are delivered between June and September. Some of them include a practicum in a local school. Overall in 2017–18, ten short courses were delivered to 231 participants.

IE is a unit within the Business School. It is responsible for pre-sessional English courses which take place over 10 or five weeks in the summer (point of entry determined by IELTS score), and international academic and language support (IALS) for students following undergraduate courses at the university. Also included in this accreditation are credit-bearing modules for the BA International English Studies (IES) (four Level 4 modules); the BA Business and Management (three Level 6 top-up modules); the BA Finance and Accounting (three Level 6 top-up modules); and the BA Business English (four Level 6 top-up modules). IE was delivering the pre-sessional English course at the time of the inspection visit.

In 2017–18 the university had 5,300 full-time equivalent students, of whom only a limited number are international. Each international student is entitled annually to three hours' tutorial support through IALS; this academic year 160 students accessed 200 hours of such support. There were 11 students enrolled on the pre-sessional programme (seven on the ten week programme joined by four on the five week.). The BA International English Studies had 10 students.

The inspection visit took place at a time when no in-sessional or undergraduate programmes were running.

The inspection took two and a half days. Meetings were held, individually and in groups, with: the deputy vice chancellor, the deputy vice chancellor (sustainability and enterprise), the director and deputy director of the Institute of Education, the deputy director of human resources, the director of quality and standards, the head of quality and standards, the director of student support and transition, the deputy librarian, the acting head of marketing, the health and safety adviser, the environmental health and safety manager, the student records manager, the admissions manager, the director of the ISPU, the senior lecturer ISPU, the head of IE, the senior lecturer IE, the administrator ISPU, the private sector housing officer, the senior accommodation officer (private sector), and the senior international student adviser. Meetings were also held with a group of teaching staff, with representatives of the ISPU participants and the pre-sessional students. All the staff timetabled to teach were observed. One inspector visited a student village and two homestays.

Address of main site/head office

Bishop Otter Campus, College Lane, Chichester, West Sussex PO19 6PE.

Description of sites visited

All ISPU and IE activity is on the Bognor Regis Campus (Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR). This campus is close to the centre of Bognor, five minutes from the sea, and is set in 25 acres of gardens and grounds. At its heart is a crescent of three Georgian mansions which house classrooms, lecture theatres and offices. There is also a further teaching block, a learning resource centre (LRC) which includes a library, computer suites and a café; a theatre; a large dining room, sports facilities and residential accommodation blocks. The university's engineering and digital technology park is due to open on the Bognor campus in September.

At the time of the inspection, the IE pre-sessional course was based in the Dome, one of the mansions, and the ISPU courses in the John Parry building, a single-storey block across the garden from the Dome. IE staff and managers are located in offices to the side of the LRC, together with the international student advisory service. The ISPU offices, which house the director and administrative functions of the unit, are in Arran House, between the LRC and the Dome. The ISPU teaching team share a pro tem staff workroom in the John Parry building.

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

At the time of the inspection visit there were four ISPU closed groups: three groups of teachers (ranging from primary English to university teachers) and one of undergraduates (some majoring in English, some in other subjects) on courses of three to six weeks in length. Other programmes delivered in summer 2018 included courses for Spanish primary school CLIL (content and language integrated learning) teachers, Japanese undergraduates, and South Korean primary and secondary teachers.

Some of the ISPU courses delivered to undergraduate participants contain elements of general English, though they are not necessarily signalled as such, these are included above as 'General ELT for adults'.

Accommodation profile

The university has residential accommodation on both the Bognor and Chichester campuses and also arranges homestays. All accommodation is managed by the central accommodation office. The residential accommodation in each case comprises a number of buildings as a 'student village'.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The university operates on the basis of clearly articulated values, and reviews and develops its work through systematic feedback and continuous review. Staff are appropriately managed and there is a strong focus on generic continuing professional development, although the experience of temporarily employed ELT staff could be better shared. Student administration is well handled. However, publicity does not give an accurate or comprehensive picture of the ELT courses and facilities. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises and facilities are of a high standard and provide a comfortable and professional environment for staff and course participants. Learning resources are plentiful, varied and well organised and easily accessible to teaching staff and those following courses. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team and academic managers are highly qualified and experienced and have a professional profile appropriate to the context. Programmes are structured and managed to provide effectively for the needs and wants of the participants, who derive maximum benefit from them. Teaching staff work closely with participants to support them whole-heartedly in their learning. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management*, and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some areas. Students' safety, security and well-being are well assured. The residential and homestay accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. The leisure programme is appropriate and well-staffed and managed. *Care of students* and *Leisure opportunities* are areas of strength.

No students under the age of 18 are accepted.

Evidence

Management

Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.

Area of strength

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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The mission and vision statements show the university's clearly expressed beliefs and values. There has been a shift since the last inspection towards greater internationalisation, one result of a more outward-facing focus.

M2 The 2018 strategic plan outlines the university's intention to build on its heritage in teacher education and to increase the number of international short courses. Senior managers have put in place systems and steps to realise this ambition.

M3 The rationale for the existence of two small ELT units, both rooted in academic departments, within two management structures, is clear. It is well understood by those involved in it. To others it may seem unnecessarily complex, and confusing, and opportunities for synergy may be missed.

M5 In the pre-session course interim formative feedback is collected on three occasions, with summative feedback at 10 weeks. Module evaluations for BA IES are summative, and copies are included for new students on the relevant page of the virtual learning environment (VLE). Feedback for ISPU courses is shared with sponsors.

M7 All feedback from both units on all courses is collated and reviewed in an annual monitoring report, which informs the parent department's annual report, which outlines action to be taken, particularly in relation to course planning.

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.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M10 Highly specialist staff are required, particularly in relation to some ISPU programmes, such as CLIL and head teachers' programmes, so recruitment procedures need to be wide-ranging and informed. All the standard HR procedures are in place, with excellently presented documentation.

M13 The central university CPD programme is ambitious and well presented. IE and IPSU staff also attend development sessions through their regular departmental meetings, and through external professional organisations. M13 During the summer the staff development sessions do not fully exploit the varied experience of temporary associate lecturers.

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 Full attendance is required for all courses. Sign-in sheets are used for classes, and students are required to complete an absence form explaining any absences. Failure to do so is followed up by the course tutor, and ultimately by the administration. Individual student records indicate attendance.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main source of publicity is the university website.

M22 Publicity generally gives a clear and accurate picture of the university and the services it provides, although there is a reference to an applied language studies unit that ceased to exist in 2012 and in one instance the length of the short pre-session course is given as six rather than five weeks. On the 'About us' home-page an out-dated mission statement is quoted.

M23 The language is clear and accessible but some of the apparently international pages are in fact aimed at home students and contain colloquialisms that would be difficult for non-native speakers to understand.

M24 Information about the ISPU courses is clear and, given that they are all bespoke, is sufficiently comprehensive. Information about the pre-session courses is very difficult to find and, when found, is incomplete.

M25 Information on costs available under the international heading, other than a very brief cover page, is in fact aimed at home students and students who are already in the university. Information on costs for the pre-session can be found but does not mention that students are required to make a capped contribution to leisure programme activities.

M27 Information is aimed at home students for the most part, with nothing about homestays or their advantage in the language learning process.

M29 An incorrect version of the accreditation scheme marque is used.

Premises and resources

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

facilities for the display of general information.	
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 The Regency mansions create an elegant ambience, and are set within attractive, mature gardens. All buildings, both period and modern, have been adapted or designed to provide a very comfortable learning environment and are well maintained to a very high standard of repair, cleanliness and decoration. There are lifts in buildings of more than one floor.

P2 There is more than sufficient provision, especially in the summer months, for spacious classrooms, offices, and study facilities. Classrooms are generous in size, light and airy and are furnished with comfortable chairs and tables that enable flexibility of layout. All classrooms are located within a short walk of the central facilities.

P3 All classroom blocks have wide corridors and areas where participants can sit and relax. These facilities are enhanced by the café in the LRC with an adjoining terrace with outdoor seating and the large dining room adjacent.

P6 During the academic year all staff have individual desks with computers within spacious offices. In addition, during the summer when a number of ISPU courses are running, staff have use of a large teachers' room near the ISPU classrooms. They share the excellent dining and relaxation facilities with the students.

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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 The learning materials made available to students in class are usually designed specifically for the course. In addition, students have access to the extensive resources in the LRC for research and project work. The participants who were teachers were particularly appreciative of the wide range of primary and secondary materials available in the LRC.

P8 The resources available within the LRC are outstanding. There is a full range of books and periodicals, either in hard copy form or accessible electronically, relating to ELT, primary, secondary and tertiary teaching, applied and theoretical linguistics and educational management.

P9 The majority of classrooms are equipped with interactive whiteboards, a computer and projector, loud-speakers and at least one whiteboard. Digital voice recorders and video cameras are available from the support and information zone in the LRC. Staff have access to training in the use of all equipment, and commented that technical support from central services was excellent. Computers and printing facilities are available throughout the campus, although photocopying is discouraged in the interests of the environment.

P10 As well as a comprehensive collection of resources (see P8), the LRC has designated zones where students can work collaboratively or quietly. Access to computers with online materials is excellent. There is a small but easily accessed collection of graded readers, which pre-sessional students are encouraged to borrow to develop a reading habit. The library also has books and materials to help students improve their linguistic competence.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the	Strength

courses offered and the needs of the learners.	
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 All staff have the essential TEFLQ qualifications for the EAP and teacher education courses they are teaching, and all have Masters degrees in the area of applied linguistics.

T3 As commented on in M10, highly specialist staff are required, particularly in relation to some ISPU programmes. ISPU staff have a wide range of experience in particular areas, such as CLIL, and in particular contexts, such as primary education or the PRC, while IE staff are not only experienced in EAP but contribute knowledge of the academic culture within the university.

T4 The academic management team are very well qualified. All have at least one Masters degree, and two have doctorates. They have many years of experience of teaching, training, travelling in relevant parts of the world, and negotiating contracts with educational institutions and ministries in a number of contexts. Their range of backgrounds and skills enables them to provide excellent academic leadership.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 The ISPU managers are expert at attracting and retaining staff with particular specialisms for their very specialised courses.

T8 Although the university does not operate continuous enrolment of the roll-on roll-off model, it does have to manage integrated groups and the odd individual in the ISPU provision, and the pre-session course has to integrate those studying on the short pre-session for five weeks with those who have been present for 10. This is done very effectively with personalised programmes in ISPU, where one-to-one teaching fills the curriculum gaps in the group provision, and through generous tutorial provision in IE.

T10 Despite very well qualified staff, observation notes by managers are thorough and perceptive and do seek to push their teachers' boundaries. Peer observation is also a feature of both units.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 For IPSU's highly specialised courses, content is negotiated between the unit and the sponsor, and where possible the course tutor(s), and the principles and intended outcomes are stated in the course handbook. This latter is also the case for the pre-session course and the degree modules. Each element of the pre-session course has a detailed programme, and related materials. All summer provision observed exploits the professionalism and knowledge of individual staff members to enhance and personalise the course design.

T12 The university's formal procedures for annual course review are followed. Course co-ordinators write reports which incorporate reports from the course tutors and a summary of feedback received from participants, sponsors and staff. Action points are formally recorded and followed up.

T13 There are detailed course outlines made available in the form of the course handbook to participants. Learning outcomes are described and are related to assessment procedures in the case of the pre-sessional and the degree modules.

T14 Some IPSU courses benefit from a curriculum which integrates 'field trips'. These excursions form part of the cultural strand of the courses, and work is done to prepare for them, to engage participants during, and to de-brief afterwards.

T15 By definition the pre-sessional course and IALS programme include learning strategies, and these are made explicit, alongside outcomes, at the beginning of the course handbooks. They are succinct and appropriate. Students are also expected to keep a study journal noting their study strategies. IPSU courses vary in their inclusion of such strategies, depending on the linguistic sophistication of the participants and the programme negotiated, but even the lowest level group observed had 'enhancing research and study skills' as a stated outcome. IPSU students too complete journals which record their thoughts on their learning experience.

T16 Many of the ISPU courses have a British culture component. Tasks set often require participants to interview members of the local community. They also have optional 'conversation classes' in which they can practise their English in a more informal way with members of the social activities team. The pre-sessional course contains a cultural element which is intended to familiarise students with the local area and amenities, and provide an introduction to Chichester university culture. This strand is not overtly linguistic in intention, but learning strategies inculcated in the classroom encourage students to learn by exposure.

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

Comments

T18 Participants are encouraged to monitor their own progress, through a number of methods. On the ISPU courses progress is linked to learning outcomes which are often tangible, for example the giving of a presentation, or micro-teaching, or the keeping of a journal. Pre-sessional students have weekly tutorials where specific goals are set for the week, in parallel with the regular formal assessments which include an assessed research project. These assessments allow their ultimate progression to their degree courses. Students are not required to take a second IELTS test. IALS students have regular tutorials at which their progress is discussed in relation to their assessment criteria.

T19 On the pre-sessional course additional one-to-one support is provided on Friday afternoons for borderline students. IALS students have their three-hour one-to-one annual entitlement. Informal support is readily available to ISPU participants who seek it.

T21 All participants on ISPU courses receive very detailed reports which are shared with their sponsoring institution. Pre-sessional students similarly receive a rather different style of report, though equally comprehensive, with their marks for the various assessed course components.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Pre-sessional: academic skills and development and comparative cultures; teachers; undergraduates; university teachers.

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and	Strength

the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	
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.	Strength
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.	Strength
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 All the teaching staff had a sound understanding and awareness of the use of English and of the language systems, including some clear insights into the participants' need for phonological practice. They provided appropriate models of the language, and were able to respond readily and accurately to requests from the students for clarification and exemplification. They were also able to anticipate problems that lower-level participants would exhibit.

T24 The content of all sessions observed was entirely appropriate to the needs of the participants and their cultural and professional backgrounds. Class profiles were of a high standard, especially given the recent arrival of many of the students. Plans were thorough and realistic in terms of what could be achieved, with nicely varied activities which took account of the participants' attention spans and listening skills.

T25 All lessons observed were coherent and focused, but not rigid, allowing teachers the opportunity to respond to the unexpected or extend emerging language. Lessons appeared to be leading to relevant outcomes, although it was not always evident whether these had been shared with the participants.

T26 Lesson segments observed were designed, generally, to enable the participants to take an active role. Elicitation, concept checking and nomination were skilled, and staff had control of a range of procedures such as matching, ordering and jigsaw reading/listening activities. At lower levels teachers were adept at giving students time to respond, and at not being afraid of silence. When praise was used it was genuine and sincere, for a well-formed utterance, for example. Stage aims were skilfully adapted when it was clear the task set was too challenging for the participants.

T27 The environment and resources were well managed. Teachers made confident and sometimes imaginative use of the technology, which was an effective support for learning but was never dominant. Whiteboards were employed efficiently, with helpful use of colour. Seating arrangements had been well thought out in relation to the large amount of space available in many rooms, and were appropriate for the planned activities. Instructions were clear, but not always checked, which in some segments led to the need for repair.

T28 In the best segments errors were picked up and explored with the rest of the class, but not a lot of oral correction was observed, which may have been a reflection of the early point in many of the courses.

T29 Tasks and activities, and effective concept checking, were designed to evaluate whether learning was taking place, although there was no indication in the lesson plans as to which stages or exercises were critical in establishing this. Review of previous learning was seen in some segments, but there was little evidence of teachers making explicit what precise learning had taken place in the lesson.

T30 Language levels were well pitched, participants were well paired and grouped, personalisation was evident with references to students' home contexts and disciplines, and teachers displayed a sensitive awareness of cultural issues; all of which ensured the participants were engaged, motivated and generally purposeful.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard, ranging from good to excellent. All teaching staff had a keen knowledge of the language, and the lessons they had prepared reflected the needs and interests of the participants. Classroom delivery was skilful, drawing on a wide range of procedures and techniques, and exploiting the learning resources to good effect, such that participants were engaged effectively in the class activities, and were learning successfully.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures	Strength

appropriate to their age and background, and the location.	
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.	Met
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.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 On-site safety and security are well assured. There are good security measures on the campus and in the student villages with combination locks on the doors and sometimes between floors, security guards on patrol and photo ID cards on lanyards for both students and staff. In the residential accommodation, there are resident wardens and house-keepers who regularly check the buildings. There is evidence of regular fire drills; these include night-time evacuations. Students are given a safety card on arrival which includes advice and important phone numbers.

W2 A senior management group meets regularly to create policy and procedures for different types of emergency and allocates responsibility for these to different managers. There is close liaison with the police. Students are briefed sensitively on arrival and given a foldable safety advice card that they can have with them at all times. More extensive advice is given in a lengthy pre-arrival booklet and on the VLE.

W3 Students' pastoral needs are met by the central student services and welfare department and through staff in IE and the ISPU. There are two international student well-being advisers for the pre-sessional students, who are co-located with the academic team; they act as a conduit, if necessary, to a wide range of support services within the university. The ISPU director and administrator are in close contact with the leaders of their groups and deal with any needs promptly. International students have a special induction which informs them of the range of services, including counselling and mental health support. There are multi-faith prayer rooms.

W8 There is a health advice booklet with full information about what to do in the case of ill health. The university has two nurses who serve the two campuses and there is a range of mental health support services available.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	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

W9 The homestays and student village visited were of very good standard.

W11 Met, but the homestay database includes both 'live' homestays, which have all been visited within the last two years, and dormant homestays which have not.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same	Met

language, unless the students, their agents, parents or legal guardians specifically request this in writing.	
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this section are fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W21 Met but the advice given does not include a warning about the loss of opportunities to use English that is likely to result from a move to the private sector.

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.	Met
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 There is ample information about local events available for students and many of the excursions for the pre-sessional students are designed to introduce them to facilities and activities that they may return to later.
W26 There are full risk assessments and guidelines for all visits and students are shown a video of how to respond to emergencies. The university's security team is briefed when visits are made to certain destinations.
W27 Staff are suitably trained and experienced and they are often accompanied by volunteers, both native and non-native speakers, who are suitably trained and briefed.

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
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First inspection	1992
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	Na
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	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	67	141
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	67	141
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	19–45	19–52
Adult programmes: typical length of stay	5 or 10 weeks + degree (IE) 3–6 weeks (ISPU)	5 or 10 weeks + degree (IE) 3–6 weeks (ISPU)
Adult programmes: predominant nationalities	Korean, Chinese, Japanese	Korean, Chinese, Japanese, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic

	managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	21	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	41	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	5	N/a
Overall totals adults/under 18s		
	67	N/a
Overall total adults + under 18s		67