

Organisation name	University of Manchester
Inspection date	20–24 November 2017

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited University of Manchester in November 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 for details).

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

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

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

Organisation profile

Inspection history	Dates/details
First inspection	October 1997 (as Victoria University of Manchester) December 2005 (as University of Manchester)
Last full inspection	November 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Courses leading to certificate-level ELT qualifications, IELTS regional testing centre, foreign languages programmes.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University – higher education
Other accreditation/inspection	BALEAP

Premises profile

Address of main site	Samuel Alexander Building, University of Manchester, Oxford Road, Manchester M13 9PL
Details of any additional sites in use at the time of the inspection	<p>The following buildings are also used for teaching:</p> <p>North Campus</p> <ul style="list-style-type: none"> • George Begg Building • M&SS Tower • Pariser Building • Renold Building • Sackville Street Building • The Mill <p>The University of Manchester, Sackville Street, Manchester M1 3NJ</p> <p>South Campus</p> <ul style="list-style-type: none"> • Alan Turing Building • Chemistry Building • Crawford House • Dover Street Building • Ellen Wilkinson Building • Humanities Bridgeford Street • Mansfield Cooper Building • Jean McFarlane Building • Roscoe Building • Stopford Building • Simon Building • University Place Building • Williamson Building • Zochonis Building <p>The University of Manchester, Oxford Road, Manchester M13 9PL</p>
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The University of Manchester is undergoing a major programme of investment and development across its campuses. The University Language Centre (ULC) has moved and is now located in the newly renovated Samuel Alexander Building (SAB), which is shared with the School of Arts, Languages and Culture (ALC). The SAB is a very large building in a central part of the main

	<p>campus, with entrances on its south and north sides. The ULC reception and student hub are in the west wing of the building on the ground floor, along with a number of offices. There is a common room for students as well as some general seating and waiting space. The ULC welfare office is in the south wing, together with some of the ULC's 16 dedicated classrooms; the remaining classrooms are on the lower ground floor of the south and west wings. Tutors' offices are also on the lower ground floor of the west wing. The ULC's Open Learning Centre (OLC) is on the lower ground floor of the north wing, and offers a multimedia studio, a library, and a computer room, as well as private and social study space. There is an office and an open area with noticeboards for language exchange.</p> <p>Teaching takes place in a number of buildings on the main south campus, including SAB, as well as on the north campus.</p>
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Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	1.2%	29%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	71	1763
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	100 (LEAP) 1418 (In-sessional)	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	171 (+1418 in-sessional)	1763
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: actual minimum age	18+	18+
Adult programmes: typical age range	18–45	18–45
Adult programmes: typical length of stay	32 weeks	10 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Chinese
Number on PBS Tier 4 General student visas	25 (+7 dependent visas)	599
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	37	8

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	25	129
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	18	
Number teaching ELT under 10 hours a week	7	
Number of academic managers for eligible ELT courses	10	10
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	Directly employed by the ULC = 0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	10
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	10
Comments	
The directors ULC and UWLP are the main academic managers, and at the time of the inspection, eight Senior Language Tutors (SLTs) had course coordination responsibilities.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	25
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	25
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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 Gateway programme, consisting of a core language programme and target modules with different options, is offered throughout the year and includes a summer course. The centre contributes to the university's foundation year programme through Foundation Academic Skills, as well as to the Language Experience for All Programme (LEAP), which offers a number of credit-bearing courses in different languages, including English. In-sessional and programme-specific support is offered during term time, and IELTS preparation courses are also run during the year. A large pre-sessional programme with three main entry points runs between April and September. The ULC occasionally receives closed groups and/or provides input for such groups for other faculties.						

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	8	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	26	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	37	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	100	N/a
Overall totals adults/under 18s	171	N/a
Overall total adults + under 18s	171	N/a

Introduction

The University of Manchester was formed in October 2004 through the merger of two former institutions. It is a very large university, with a student population of nearly 40,000, including more than 10,000 from overseas.

The University Language Centre (ULC) sits within the School of Arts, Languages and Culture (ALC), part of the Faculty of Humanities.

There have been some changes in the management structure since the last inspection, and at the time of this inspection the centre was still in a transition period. The former director of English language programmes left in 2016, and was not directly replaced. Instead, a director ULC was appointed, with responsibility for all ULC activity. At the same time, the former administration manager became the ULC centre manager, to better reflect the scope of her role and responsibilities. The director UWLP continues in post, with a slightly altered brief which sees his role becoming more focused on credit-bearing programmes, particularly in languages other than English.

At the time of the inspection, a voluntary severance process had recently been completed, which will lead to the departure over the next nine to 12 months of 13 members of the teaching team. The centre was also in the process of appointing three new senior co-ordinators to take on most of the academic management responsibilities. A number of SLT posts, with additional course coordination duties, will also remain.

A further recent development has been the move to the newly-renovated Samuel Alexander Building (SAB). Previously, the centre had been divided between SAB and Oddfellows Hall at the northern end of the campus. This move, completed in September 2017, has allowed all ULC staff and activities to be located together in one place, and provides a hub for the centre and its students.

The inspection involved two inspectors and took place over four full days and one half day. Meetings were held with the director ULC, the director UWLP, the centre manager, the head of school (ALC), the head of school administration (ALC) the three SLTs with responsibility for staffing, resources and timetabling, the ULC student welfare officer, the ULC recruitment and admissions manager, the senior admissions officer, the admissions officer, the director of compliance and risk, the school health and safety officer, the human resources (HR) partner, the ULC resources co-ordinator, the campus liaison co-ordinator, the head of teaching and learning and students, and the finance and events officer, international society.

One focus group meeting was held with teachers and one with students. Of the 25 teachers timetabled at the inspection, 23 were observed. One inspector visited two homestays and two university residences and met the homestay accommodation agency owner.

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 type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 Management and administration structures are clear and continuity has been maintained through the recent period of change.

M4 Both formal and informal channels of communication work well; in addition to emails, notices and staff handbooks, a range of regular and frequent meetings take place within the centre and with the wider university. Teaching staff commented that communications had improved since the arrival of the new director.

M5 Comprehensive procedures, checklists and templates are in place for each stage of the recruitment process and there is clear evidence of consistent implementation, including full and thorough interviewing processes. An SLT has specific responsibility for academic staff recruitment, and there is a university HR partner assigned to the school for advice and support.

M7 There are comprehensive and thorough induction procedures for all staff, including a general induction and welcome to the university, a general health and safety induction, and a local induction. All procedures are well documented and the process for teachers includes a specific welfare induction.

M8 Professional development review (PDR) meetings take place regularly; for support staff they are organised by line managers, while for academic staff there is a documented and supported peer review process.

M9 Continuing professional development (CPD) is well established and resourced. Development activities are identified through PDRs for both academic and support staff, and individual CPD logs are kept for each staff member. Financial support is available for attendance at external events as well as to upgrade qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	

Comments

M10 The admissions team work closely together and have a strong awareness of each others' roles. They have access to the wider ULC administrative teams at busy times and additional staff are recruited for peak periods.

Comprehensive IT packages are in use, and information is easy to retrieve.

M11 There is good pre-course communication and information for all programmes. The admissions team advise on Gateway courses and also signpost enrolled students to in-session provision. Pre-session entry conditions are made clear through the university offer. All students benefit from tutorials and individual advice on current and future course choices.

M14 The policy on attendance and punctuality and procedures for dealing with absences are set out very clearly in student handbooks. The welfare team follow up absences within two days.

M15 This criterion is just met: students sign learning agreements, and are directed to information about university policies and procedures through handbooks and the virtual learning environment (VLE). A number of rules and expectations are also set out in the student welfare handbook, and staff and students were aware of the key areas for disciplinary action. However, there is no comprehensive, accessible statement for students' guidance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 ULC's non-award-bearing programmes are not fully part of the university's academic quality assurance systems, but the centre's own commitment to continuous improvement is evident from minutes of meetings and working groups.

M18 Students complete end-of-course as well as initial welfare and accommodation feedback forms. Early feedback on courses is collected through tutorials and all feedback is recorded and collated for analysis. Students have good opportunities to give feedback at other times; as well as regular tutorials, student representatives have regular meetings with staff. These meetings are minuted and action points are followed up.

M19 As well as staff meetings and other informal opportunities, there are regular, formal feedback mechanisms for staff including appraisal systems and annual away days. The university conducts an annual staff survey.

M20 The complaints procedure is set out clearly and made accessible through a flow chart in all student handbooks, and there is a detailed log of all complaints with action taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M21 Publicity is generally written in extremely clear, accessible and accurate English; a small number of proofreading issues remain despite recent changes to the signing-off system for publicity.

M22 Descriptions and pictures are very clear, and fully representative of the student experience. Photographs are captioned and student testimonials are identified.

M23 Information on course content is clear, detailed and consistently presented across courses for comparison. The optimum length of study in relation to aims and progression routes is made clear.

M25 It is made clear that IELTS examination fees are not included; fees are given but are not easy to find.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management processes are very good, students benefit from efficient and friendly administration services and there are robust quality control systems. Publicity gives a clear and accurate picture of the provision. *Staff management*, *Student administration* and *Quality assurance* are areas 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The ULC provides a very comfortable and welcoming environment for staff and students, with well-equipped office space as well as the student common room, the OLC and other communal areas with seating for students outside class time. The wider campus offers a wealth of additional space and facilities, including outside areas.

R2 The entire campus is very well maintained and clearly benefits from regular and comprehensive decorating, maintenance and cleaning checks. There are also well-kept outside areas throughout the campus.

R3 All classrooms seen, including the dedicated rooms in the ULC itself, were spacious and quiet with good natural light and good heating and ventilation.

R4 Students benefit from numerous outlets across the campus, offering an extremely wide range of food and drink, as well as a variety of price levels and ambience. There are extensive facilities for relaxing and socialising throughout the university.

R5 Signage on the campus is extremely clear, consistent and helpful. There are numerous noticeboards and display areas throughout the university; the VLE provides a virtual noticeboard that is kept up-to-date with a wealth of useful information.

R6 Both administrative and academic staff have offices, some private but normally shared between two or three. There is a small resources room for teaching staff and a staff kitchen. Meetings are held in available rooms as required.

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 type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 A wide range of well organised learning materials is available, including digital resources on the VLE and in the OLC. Gateway courses use published coursebooks, and custom-made materials are used for pre-sessional programmes. There are ample further resources on which staff can draw to support coursebooks and allocated materials.

R9 All classrooms have digital media equipment, which is well-maintained and used consistently and confidently; teachers have received training in its use. Both students and teaching staff have excellent access to computers within the ULC and through other university facilities. There is reliable Wi-Fi provision across the campus, and

technical support is available through a dedicated helpdesk.

R10 Provision for private study is of a very high standard. ULC students have their own facility in the OLC, as well as full access to all university library facilities, in particular the Alan Gilbert Learning Commons, and the main library. All these areas are exceptionally well-organised and equipped, and provide an extensive range of social and private learning spaces, variously configured.

R11 Guidance to the OLC is provided at induction and teachers take their students to introduce them to the facility. There are printed guides to all areas and these are supported by information on the VLE. The university library also provides an induction, as well as a wide range of online support and resources, including study skills guidance and workshops.

R12 Records and minutes of meetings demonstrate ongoing review and updating of resources, for which there is an allocated budget. However, this process is not clearly formalised.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment strongly support and enhance the student experience, and offer a very good professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 timetabled during the inspection were TEFLQ, and many hold higher level qualifications. During the pre-session programme the staff profile changes significantly, but well over half the teaching staff are TEFLQ at that time.

T4 The director is highly experienced and qualified. SLTs carrying out some academic management functions are all TEFLQ with extensive experience.

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 checked="" type="checkbox"/>	<input checked="" 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

T7 An SLT has special responsibility for timetabling, and teachers receive information in good time. There is provision for meeting any special needs and teachers are able to submit preferences for consideration.

T8 The cover chart is created as part of the overall timetable, and cover arrangements are comprehensive and clear, with three teachers normally available for each timetabled teaching slot.

T10 As well as the individual CPD portfolios and opportunities available more widely in the university, teachers benefit from regular ULC development sessions, normally led by a member of the teaching team, and annual away days. Peer observation is encouraged and supported, and teachers were appreciative of the level of support and input available to them.

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 type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 A clear statement of principles and aims is set out for both teachers and students for all programmes, with appropriately matched materials. Teachers' handbooks contain detailed guidelines for each course. For pre-sessional programmes there is a comprehensive independent syllabus focusing on learning outcomes.

T15 All programmes support or prepare for university studies with a strong focus on independent learning and study skills. This is reflected in the syllabus and tutorials, together with the VLE and library study resources, which provide further guidance and support for students.

T16 ULC students are immersed in the UK university world both through their academic programmes and socially. The international society provides social and leisure opportunities, and the ULC facilitates language exchanges through the VLE and the OLC.

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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 There are regular progress tests and assessments. As well as the wide range of study support available, students benefit from tutorials with clear guidelines and a template for tutors to help set targets and support students in achieving them.

T20 There is a teachers' handbook dedicated to assessment, which sets out procedures and criteria extremely clearly. Students are also made aware of criteria through their handbooks.

T22 Students are made aware of the availability of specialist information and advice within the university and how to access it. Informal advice can also be given within the ULC.

Classroom observation record

Number of teachers seen	23
Number of observations	24
Parts of programme(s) observed	Parts of all programmes running were observed: Gateway, Foundation Academic Skills, in-sessional and programme-specific support, LEAP.

Comments

Of the 25 teachers on the timetable, one was absent due to sickness and one was only timetabled for online tutorials and could not be included in the observation timetable. One teacher was observed twice in order to include all parts of the programme.

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 checked="" 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 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 Teachers generally demonstrated very sound language knowledge and awareness, often dealing skilfully with complex features of language use. All provided clear models, and many routinely supplied additional language information – such as parts of speech, phonetic script and stress marks - as part of boardwork.

T24 Planning overall was very good; some plans provided more detail than others. Good student profiles were included, and appropriate materials were chosen to suit student interests. Many plans contained differentiation information and in some cases strategies. Lessons were closely geared to students' and course objectives.

T25 Aims were shared with students and expressed both as teaching aims and learning outcomes. Staging and sequencing of lessons was often excellent – extremely clear, with appropriate support and practice.

T26 A variety of approaches was observed, from fairly teacher-centred and academic to more language-focused. At best, academic skills expertise and language teaching techniques complemented each other to fully meet the needs of the class. A good range of appropriate techniques was seen, including effective eliciting, monitoring, questioning, routine checking of meaning, and asking for examples rather than definitions. Instructions were mostly clear.

Nominating, as part of ensuring differentiation, worked well, but was not always used, with whole-class questions proving less effective.

T27 A range of classroom technology, including visualisers, data projectors, and smart televisions, was confidently used in all lessons. Although not all classrooms were adaptable, teachers managed group and pairwork effectively.

T28 Many teachers instinctively made use of reformulation and checking back on student comments. Some plans included feedback on use of language for the end of lessons, and some teachers collected student language for review, encouraging self-correction and peer support. Student writing was also seen being used in class for analysis. There were a number of instances where there was a specific language focus but student errors were not addressed, even when they could have been corrected on the spot.

T30 Students were generally very involved and there was a positive atmosphere in almost all classes. Teachers graded their own language appropriately and ensured a good variety of interaction patterns and task types. The best classes demonstrated a strong, friendly teacher presence and clear professional expertise which students evidently respected and valued. Occasionally teachers were less able to respond in the moment to students, and some teachers talked a lot at the class with the result that students had fewer opportunities to contribute.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority of the lesson segments observed being good. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language appropriately. Planning was good and lesson content highly relevant to the needs and cultural background of the students. Techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Academic staff are highly qualified and experienced and supported by strong academic management processes. Course design is clear and principled, and learner management is efficient and effective. 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

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Excellent provision is made for the safety and security of students across all areas of the ULC's operations. Risk assessments are regularly updated and all risks are assessed. Students and staff are given clear information about procedures in the event of fire and fire drills are carried out regularly. There is an evacuation procedure for disabled staff and students. Security at halls of residence is very good, with key card entry to all halls, 24-hour security, including late night patrols, and CCTV. Health and safety is addressed thoroughly at the student induction and all relevant areas relating to safety, security and welfare are described comprehensively on the VLE. A major incident procedure is in place.

W2 The ULC's welfare officer and her assistant sit at the heart of a caring and thorough welfare provision within the ULC. They are available to assist with any problems and provide clear welfare information in their detailed presentation at induction. This information is reinforced both by an admirably comprehensive welfare handbook and by detailed information on the VLE. The university also offers a range of pastoral, medical and counselling services with the specific needs of overseas students in mind. Students' needs for religious observance are very well met. Halls of residence have their own welfare teams who provide an extra layer of support. Homestay hosts are fully aware of pastoral care provision and know who they should contact if they have concerns about their students' welfare.

W3 The welfare team's office sits at the centre of the ULC building and provides appropriate privacy for confidential discussions. Students staying in residences know who they can approach on the hall's residential welfare team.

W4 All policies and procedures relating to the Prevent strategy are in place. All university staff complete on-line training. Homestay hosts are encouraged to do this training. The written policies and procedures for dealing with abusive behaviour by staff and students are available on the VLE, in the welfare guide and in staff and student handbooks. Access to them is often via a link to a website but the policies and procedures, when reached, are not written in language that is particularly accessible to students.

W5 Students carry the emergency number on their ID cards and on their phones. Residence emergency numbers are clearly posted and students are also required to put these on their phones.

W6 Clear and comprehensive information on transport between point of entry and the student's accommodation is given in emailed arrival information. This information is also available on webpages with general transport advice and costs being given.

W7 Information is available from a range of sources, including the VLE, the arrivals guide students receive before they leave their countries, in student handbooks, in the welfare handbook and on the university webpages. In addition, all areas are covered at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited two of the eight homestays currently in use and two of the university's residential halls. The homestays are provided by an agency which is not registered with the British Council. The ULC has been working closely with this agency for a number of years and the ULC's welfare officer, whose role includes accommodation, shadows the agency's operations (see W10, 11 and 12). One of the residences visited was standard accommodation with shared bathroom and kitchen facilities, while the other provided ensuite accommodation with shared kitchen facilities

Accommodation: all types

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

W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All aspects of this criterion are met for both homestays and residences. Both of the homestays visited provide a warm, comfortable living environment with bedrooms with all necessary facilities. The ensuite residential accommodation is of a high standard.

W10 The owner of the agency, who has experience of being a host herself, carries out the first check of new homestay accommodation. If she is satisfied with the standard, the welfare officer carries out her own check.

W11 A comprehensive pro forma used by both the agency and the ULC is used to record all relevant information, including checks that fire risk assessments and Gas Safe certificates are in place. Visits by both the agency's owner and the ULC's welfare officer take place at least every two years.

W12 Both the agency and the ULC hold identical and comprehensive information on records of visits, on when re-visits are due and on fire risk assessments and gas safe certificates.

W13 Letters confirming homestay accommodation booked contain accurate and detailed information about the accommodation offered, including the approximate time and cost of travel between the accommodation and the university. There is also a helpful link to a travel planning website. Equally thorough information is provided for residential accommodation.

W14 All students meet the welfare team at induction and can find the names and photographs of the team in the welfare handbook and on the VLE. Residence students also have clear information about their residence welfare team. A first week welfare registration form invites feedback on accommodation and an email is sent to all students at an early stage in their stay to check that their accommodation is satisfactory.

Accommodation: homestay

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

Comments

W17 Hosts are given a homestay handbook with a clear and thorough description of rules, terms and conditions as well as booking and cancellation arrangements. The handbook is updated regularly.

Accommodation: residential

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

Comments

W23 All members of the residence welfare and security teams are first aid trained.

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 type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 The arrivals guide, the student union advice service and the ULC welfare team provide extensive advice on living in bed-sits or flats. In addition, students looking for private accommodation are directed to a local student homes company which also offers appropriate advice.

W25 The university supplies information in the form of links to accommodation webpages but it does not

recommend the accommodation.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Both the International Society (IS), a non-profit, independent organisation located opposite the ULC, with close links to the ULC, and the students' union, provide comprehensive information on social, cultural and sporting activities. Information is distributed through posters, leaflets, the VLE and social media. In addition, residences have their own activities programmes.

W27 The IS, in conjunction with the ULC's welfare team, offers a wide variety of activities and trips. All students have free membership which includes a number of free trips and events each term. The range and variety of trips and events ensure that students do not repeat activities. All IS excursions are led by guides who have received appropriate training. The IS also plans a full leisure programme for the ULC's summer operation, again in close conjunction with the ULC's welfare team.

W28 Risk assessments are drawn up by trained staff and are reviewed regularly. Leaders are given guidance about what to do in the event of any incident. The risk assessments are drawn up in relation to the context of a particular category of trip or activity but not always in relation to each specific trip or activity – for example, there is a generic risk assessment for National Trust properties, but not for specific properties.

W29 All trip and activity leaders are recruited and trained by the IS. The recruitment procedure involves individual interviews as well as observation of candidates working in groups to ensure that the most suitable staff are recruited. Activity staff also receive a handbook with guidelines and useful information to optimise the quality and safety of the student experience.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The whole ethos of ULC ensures that the needs of students for security and pastoral care are very well met. Accommodation options are suitable and managed very effectively to the benefit of the students. The centre's leisure programme meets the needs of students and is well managed. *Care of student, Accommodation and Leisure opportunities* are areas of strength.
