

Organisation name	University of Nottingham
Inspection date	26–29 October 2021

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

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

Summary statement

The British Council inspected and accredited the University of Nottingham in October 2021. 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).

This large English language teaching department of this university offers courses in academic and professional English for adults (18+) and young people (16+) in university premises and online.

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, and care of students.

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

Introduction

The University of Nottingham is a large organisation, with over 34,000 students from over 150 countries, and campuses in China and Malaysia as well as Nottingham. The current head of the centre for English language education (CELE) has been in post for six years and is supported by an academic management team currently consisting of a deputy head (with a focus on in-sessional, also responsible for electives), an in-sessional course leader and co-leader, a year-round pre-sessional course leader, two summer pre-sessional course leaders and a pre-admissions officer.

Academic administration is carried out by school of education (SoE) operational staff; student support is carried out by student services. A new IT system for managing student records has been introduced and the implementation issues are being worked through. Foundation year programmes have been outsourced. CELE is not involved in these in any way.

The inspection took four days. Due to the global pandemic, the inspection was conducted remotely. In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

Meetings were held with the head of school of education, head of CELE, six course leaders, senior administrative manager, pre-sessional admissions and student liaison officer, school office manager, school of education operations staff, head of student recruitment marketing, web marketing officer, programmes manager for the faculty of social sciences, student wellbeing officer, student and campus life designated safeguarding leads, deputy head of accommodation services, health and safety advisor, campus services manager and library customer services manager, assistant director of sports and the international students' officer. On-site teaching was taking place at the time of the inspection. Inspectors were able to view most of the premises normally used through a video tour conducted with the head of centre, and a video tour of University Park campus was also made available.

Focus group meetings were held with teachers and students. Out of the 22 timetabled during the inspection, 21 teachers were observed. One teacher was absent. Both online and face-to-face teaching was observed. Virtual tours of the CELE premises and two of the university residences were conducted.

Address of main site/head office

Jubilee Campus, Wollaton Road, Nottingham NG8 1BB

Description of sites observed

CELE is based at the Jubilee campus, a purpose-built campus with a lakeside area and woodlands. There is a large library and a good range of services and facilities for students. CELE is a part of the school of education, which, along with the international office, is located in the Yang Fujia building on the Jubilee campus. CELE has three staffrooms and a resources room on the ground floor, as well as a number of offices for teaching and administrative staff. The university's IELTS centre is also accommodated in this building. Most teaching rooms used by CELE year round are on the Jubilee campus and within easy walking distance.

The main university campus and student hub are at University Park where a number of teaching rooms are used by the Centre for English Language Education (CELE) on this campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The centre offers pre-sessional courses, in-sessional language support and English language electives. In-sessional English Language Support is offered to all registered students through standard courses, bespoke courses and one-to-one consultations. Large numbers of students access these courses but as there is no attendance requirement it is not possible to state exact numbers. At the time of the inspection, classes were taking place online and on the university campus.

Management profile

The CELE head of centre reports to the head of SoE and also sits on the school Executive board. The deputy head of CELE sits on the school Student Experience committee and is a member of Senate. CELE course and programme leaders all report to the head of centre and to the CELE management committee. Tutors report ultimately to the head of centre through course leaders. Roles of responsibility are rotated every three years to give colleagues experience in leadership.

Accommodation profile

The university provides residential accommodation both on and off campus. All residential accommodation on campus is catered with a breakfast, brunch, and dinner menu served in the canteen. Off campus, the accommodation is self-catering. All rooms are single occupancy, some are ensuite and others have shared bathroom facilities. All residences have communal areas for socialising.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The university has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is clear. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The environment is conducive to teaching and learning, and learning resources are highly appropriate. *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. Programmes of learning and learners are well managed by a highly-qualified and experienced academic management team. Courses are very well structured and effectively managed to provide the maximum possible benefit to students. Course design is regularly reviewed and students are encouraged to become independent learners. 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 respects. Building risk assessments are in place and pastoral care is well provided for by dedicated staff. Access to health care provision is very good. Accommodation systems are well designed to offer a supportive and comfortable stay on campus, and the canteens provide balanced and varied menus. The student union provides a great range of social, cultural and sporting opportunities to students. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. A suitable safeguarding policy is in place, but suitability checks are not required for all staff with unsupervised access to under 18s. Training for staff is perfectly satisfactory, but more guidance could be given to both students and parents regarding unsupervised time and accommodation. The attendance policy does not have specific guidance regarding under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 Explicit statements of the university's goals and values are displayed on the website, disseminated widely throughout the campus and shared with students at induction. The CELE strategy and implementation plan is fully aligned with these goals and values.

M2 There are clear and ambitious plans for the future of the university and CELE, both locally and internationally, taking current pandemic circumstances into account. Objectives are realistic, and progress towards achieving them is measurable.

M3 The structure of CELE is clear and works very well. Co-ordinator and team leadership roles are rotated on a regular basis to ensure career development and inclusivity. Continuity is ensured at all times as the course co-ordinators and the head of centre can deputise for each other. Dedicated administrative and student support staff add to the overall quality and coherence of provision.

M4 Channels of communication are clear, appropriate and effective. Meetings at various levels take place frequently and information is minuted and actioned. Staff in the focus group meeting felt involved in, and very much a part of the institution.

M5 A comprehensive variety of means of collecting feedback from students is used by the university and CELE, including individual tutorials, module evaluative questionnaires, staff-student committees and teacher evaluation. All feedback is analysed and feeds into course reports to inform future planning.

M6 CELE appoints a volunteer engagement representative from the teaching staff on a voluntary basis to ensure that staff feedback and concerns are raised through various channels and committees. There are opportunities for staff to offer feedback at course and centre meetings, appraisal and informally at any time. Teachers in the focus group felt that management was supportive and approachable and that there was a positive response to feedback.

M7 All aspects of provision are reviewed frequently and consistently as part of the overall quality systems of the university. At a more local level, student feedback, personal tutorials and close monitoring of courses ensure that quick action can be taken to review and adapt as necessary.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 A comprehensive suite of human resource policies is in place and widely disseminated.

M10 Recruitment procedures are clear and staff records sampled had most of the required checks and documentary evidence. However, at present it is not university policy to ask for suitability checks for all staff who may come into contact with under 18s, and references do not ask specifically if there is any reason why a potential employee should not work with under 18s.

M11 Detailed and thorough induction procedures are in place both for permanent and sessional staff. Summer pre-sessional staff receive a four-day paid induction. Course co-ordinators and leaders provide support, regular meetings and mentoring of new staff members. A website has been created to help with the induction process which new staff can access before they start teaching.

M12 A comprehensive and supportive appraisal and performance process for permanent staff is carried out annually. This is linked to classroom observation and to the development needs expressed by staff. Monitoring of sessional staff takes place through very thorough and helpful classroom observation and they are also appraised at the end of their contract. University procedures and guidelines are in place to deal with unsatisfactory performance.

M13 The university is committed to continuous professional development (CPD) for all staff, evidenced by the paid induction days for new staff, the various formal and informal meetings and CELE's own internal CPD programme. There is a weekly CPD programme over the summer. Funding is available to help staff upgrade their qualifications and support is given to staff to undertake projects and present at conferences to enhance their academic profile. There is also a menu of university-wide CPD open to all staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Administrative staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group were very satisfied with the service and support they receive from all staff in CELE.

M15 Pre-course information and advice for pre-sessional students are abundant and clear on the website. Once enrolled, students receive very good personalised support from CELE staff.

M18 Records viewed appeared satisfactory and there are good procedures in place to ensure students regularly update their contact details. Currently, the university does not record whether the emergency contact speaks English.

M19 The absence and punctuality policy is clear and explained to students as part of their induction through 'what we expect from you' slides and information.

M20 Conditions and procedures are covered clearly and succinctly in a student conduct and code of discipline in the student handbook and at induction.

M21 Information about the complaints procedure is presented accessibly in the student handbook with a link to the overall university policy, and is explained to students at induction. Complaints are dealt with sensitively and professionally.

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

Comments

The main medium of publicity is the university website.

M22 The website includes very clear descriptions and photographs, as well as comprehensive videos of different facilities and the university campus.

M26 The publicity does not give details about the limits of supervision for under 18s on adult courses. There is contradictory information on the website and in the downloadable policy for students under the age of 18 regarding supervision in university accommodation.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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 Premises appeared to be extremely clean and well maintained in all areas. There is ample space for both staff and students, and excellent provision for students outside class time. The wider campus provides additional, attractive outdoor space.

P2 The classrooms viewed were spacious and bright with air conditioning and good ventilation. They are equipped to a very high standard, and furniture is flexible.

P3 There are comfortable seating areas throughout the campus buildings, and a wide range of welcoming spaces for study, the consumption of food or relaxation.

P4 Free drinking water is available in all buildings. There are various food outlets on campus offering plentiful options at very reasonable prices.

P5 The campus has clear and consistent signage with additional signage in place to take current Covid restrictions into account. Display areas are well maintained and informative, exit signs are clear and fire evacuation procedures are prominent.

P6 Staff have access to several staff rooms as well as individual or shared office space.

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.	Strength

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength
Comments	
<p>P7 Learning resources for students are excellent. The virtual learning environment (VLE) provides easy access to all course-related materials as well as additional materials to allow students to work independently.</p> <p>P8 Resources for teachers are also excellent and plentiful. New materials are constantly being developed providing banks of up-to-date resources available to all. Teachers in the focus group spoke very highly of the resources available to them.</p> <p>P9 Educational technology is of a very high standard across the university. Training is provided and technical support is always available, including when working remotely.</p> <p>P10 The promotion of independent learning is central to CELE courses. The team has developed a monitored independent learning platform: a comprehensive independent learning syllabus which complements the VLE and enhances the student experience. The library provides a further resource with bookable spaces to study and access to learning materials both virtually and in person.</p> <p>P11 Students receive thorough induction and ongoing support in the use of all resources and spoke highly of this in the focus group meeting. The university library provides additional training, induction and support to all users, whether in person or online.</p> <p>P12 Review of resources is built into the curriculum review cycle, so updating is constant. There is generous provision of materials and staff felt very well resourced.</p>	

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.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
<p>T2 Two teachers did not have an ELT qualification that meets the requirements of the Scheme. Rationales provided were accepted in the context of this inspection. One teacher is QTS, the other is TEFLI. Both teachers have many years' teaching experience in EAP, in the UK and abroad. There is good support from the academic managers.</p> <p>T3 The teaching team has a very good range of knowledge, skills and experience highly appropriate to the pre-sessional, in-sessional and electives programmes. The majority have studied at postgraduate level and have many years of EAP teaching experience.</p> <p>T4 The academic management team is very highly qualified with many years' experience. All were TEFLQ.</p>	

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.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T5 Care is taken to match teachers appropriately to the courses they teach, drawing on strengths and expertise and teacher preference. Teachers often teach on more than one course, allowing them to gain experience of different teaching contexts.

T6 Timetabling is managed very well and efficiently, taking into account different modes of study, time zones, face-to-face and online classes.

T7 There are very good cover procedures in place, with a member of staff always timetabled for cover. This was seen to work well during the inspection.

T9 CELE fosters a culture of collegiality, rather than one of hierarchy. Staff are encouraged to observe each other regularly. Multiple levels of guidance and support for teachers across all programmes ensure that teachers feel well supported and are enabled to offer support. This was confirmed by teachers in the focus group.

T10 A comprehensive observation process is in place which is both collaborative and supportive. Records of observations were comprehensive, helpful and developmental.

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.	Met
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.	Met

Comments

T11 Courses are based on clear principles, they are intellectually stimulating and engaging and develop students' critical thinking abilities.

T12 Courses are based on an analysis of students' needs and developed to meet their changing and future needs. Course design is reviewed in a number of ways: through the formal mechanisms in place, and also through feedback from staff and students, allowing for ongoing review.

T13 Course outlines and objectives are clearly explained on the virtual learning environment and always accessible as a reference point for students. They include all aspects of the programme including assessment.

T15 Study and learning strategies are fundamental to CELE programmes because of the need to prepare students for full-time study or support students already studying at the university. Strategies to encourage independent learning are embedded in all aspects of course design and are further enhanced by the monitored independent learning platform.

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

Comments

T18 Individual and group tutorials each week enable students to discuss their progress. The comprehensive information about tasks, assessments and progress available on the VLE means that students can evaluate and monitor their own progress, with the support of personal tutors to advise and discuss any areas of concern.

T21 Detailed academic reports are given to students at the end of their pre-sessional studies and passed to the faculties they are progressing to. The reports contain detailed information about performance, areas for improvement and suggestions for further study.

T22 All students on the pre-sessional programme are being assisted to progress to mainstream education in the UK and have access to a wealth of information and advice.

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All (pre-sessional, in-sessional, electives)

Comments

One teacher scheduled to teach was absent. Both online and face-to-face teaching was observed.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated sound knowledge and awareness, and many dealt effectively with complex patterns of language in academic discourse. They gave well-thought-out examples of concepts being discussed, provided clear and appropriate models and gave clear explanations. Some very effective teaching of pronunciation was seen.

T24 Course objectives were strongly reflected in planning, and the needs of students had clearly been taken into account. Topics, materials and activities were all highly relevant.

T25 Lesson objectives were very clear and coherent and always shared with students. Lessons included very good sequencing and staging with good support to ensure students understood the more complex concepts being taught.

T26 In the best segments observed a good range of teaching techniques was seen used confidently, including some good eliciting, summarising, concept checking and prompting. Many teachers were very skilful at lightening the load of demanding, complex texts and tasks. In other segments opportunities to check understanding of new lexis were missed and often teachers were over explaining rather than checking understanding.

T27 Overall classes were very well managed. Competent and confident use was made of both classroom and online technology and tools. Teachers checked instructions carefully and set up activities clearly. They were often able to bring course materials to life in an online environment.

T28 Teachers gave positive and encouraging feedback using a range of techniques and monitored language and content well. Self, peer and teacher correction were evident in many classes.

T29 In most classes observed teachers checked stages in the plan and built in a practice stage towards the end of the lesson. There were good examples of teachers encouraging self-correction of concepts students had misunderstood.

T30 In most classes there were very high levels of student engagement. Teachers managed to generate group coherence and a sense of shared purpose, through strong presence and rapport, and careful management of activities. In some classes, there was a sense of fun alongside a purposeful, positive and reflective learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority being good or better against the criteria. Teachers showed sound knowledge of linguistic systems and provided appropriate models. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs and aspirations of students. Lessons were clearly staged and learning outcomes were shared with students. Teachers were energetic and professional, students were engaged, and there was a positive atmosphere in all classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	
<p>W3 Pastoral support is strong. There is a dedicated 'support and wellbeing team' as well as a number of staff trained in mental health first aid. Disability liaison officers are also available for students who require specific support.</p> <p>W4 There is a 'dignity policy' in place with clear codes of conduct for both students and staff. The policy is central to the university's ethos and widely available through handbooks and induction materials.</p> <p>W7 Both the website and student handbook have a wealth of practical and well-presented information on relevant aspects of life in the UK. An enquiry centre is available to provide further information via phone, email and a live chat function.</p> <p>W8 There is a health centre on campus with doctors, dentists as well as a pharmacy.</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Partially assessed
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
<p>W9 No students were staying in university accommodation at the time of the inspection, and feedback from previous students was not available.</p> <p>W11 A thorough inspection with a detailed checklist is carried out before each new arrival.</p> <p>W13 A dedicated 'residential experience' team are on hand to provide timely support. This can be done by either email or phone.</p> <p>W15 Students in catered residential accommodation can choose from menu plans with varied and healthy options. There are also a number of cafes on the campus.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a

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

Comments

None.

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

The relevant criterion in this area is met.

Leisure opportunities

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

Comments

W23 Students have good access to local information about social, cultural and sporting activities via both the website and the student union.
W24 Although the CELE-specific leisure programme is not in operation due to the pandemic, students have a great range of leisure activities via the student union and the chaplaincy.

Safeguarding under 18s

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

Comments

The university has a policy of accepting under 18s on a case-by-case basis and such students would normally be turning 18 during their initial period of study. There were no under 18s enrolled at inspection, and there have been none so far this year. Three students aged 17 studied at CELE last year.

S3 A parental consent form is in place and explicitly states that the university does not act in 'loco parentis' for under 18s, who must have a UK guardian. However, more information regarding the limits to supervision and accommodating these students with those that are 18+ would be useful.

S4 Although two personal tutors undergo suitability checks, class tutors, in general, do not.

S5 The attendance policy makes no special reference to under 18s and absence is not followed up on the day.

S6 It is made clear on the parental consent form that the students' UK guardian is responsible for students outside of scheduled activities, but more guidance for those students and their parents/guardians on staying safe would be helpful.

S7 A dedicated 'residential experience' team is available to offer suitable support, although the team has no specific systems in place for under 18s.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	May 2016
Last full inspection	May 2016
Subsequent spot check (if applicable)	May 2017
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	PGT programmes run at the School of Education including MATESOL
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	University Park Nottingham NG7 2RD
Details of any additional sites not in use at the time of the inspection	Classrooms in two other buildings on the Jubilee Campus, Dearing and Si Yuan, are used at different times for pre-sessional teaching.

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	15 pre-sessional students (plus in-sessional)	871
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	N/a	N/a
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	15	871
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	17	17
Adult programmes: typical age range	22–30	22–30
Adult programmes: typical length of stay	30–10 weeks	10–6 weeks (all online)
Adult programmes: predominant nationalities	Saudi Arabian, Chinese, Turkish, Iraqi, Kuwaiti, Thai	Saudi Arabian, Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	102
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	17	
Number of academic managers for eligible ELT courses	6	25
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6

Comments

One academic manager was not scheduled to teach during the inspection. The other academic managers were teaching between three and 16 hours in the week of inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	15
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	17

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	15	0
Overall totals adults/under 18s	15	0
Overall total adults + under 18s	15	