BRITISH COUNCIL

Inspection report

Organisation name	University of Nottingham
Inspection date	18–20 February 2025

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 safe, 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. The next full inspection should take place in the summer to assess the summer pre-sessional course.

Summary statement
The British Council inspected and accredited the University of Nottingham in February 2025. 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). The large English language teaching department of this university offers courses in academic and professional English for adults (18+) and under 18s (17+) in university premises and online. Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, 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.

Introduction

The University of Nottingham is a large higher education organisation with over 50,000 students from over 150 countries and over 9,000 staff across its three campuses (China, Malaysia and Nottingham). The current director of the Centre for English Language Education (CELE) has been in post since September 2024 and is supported by an academic management team currently consisting of a deputy director, a course leader and deputy course leader for academic language and communication skills (ALACS), the in-sessional courses offered by CELE, a year-round pre-sessional course leader, two summer pre-sessional course leaders and a pre-admissions officer. Academic administration is carried out by the designated CELE operational staff; student support is carried out by student services.

The inspection involved two inspectors and took two and a half days and a part day. Meetings were held with the head of school of education, director of CELE, deputy director of CELE, three course leaders, senior operations officer and operations officer CELE, senior operations officer CELE engagement, faculty well-being manager, support and well-being practitioner (international students), CELE student liaison officer, head of operations school of education, associate director of HR shared services, head of accommodation services and accommodation office manager, health and safety advisor (estates), operation manager (core operations) faculty of social sciences, director of student experience and designated safeguarding lead for university, senior manager for safeguarding, faculty and school safeguarding lead, senior tutor (CELE) safeguarding responsibility, head of marketing and communications, two assistant directors of sport, and director of membership services, student union.
Focus group meetings were held with teachers and students. All 14 teachers timetabled on the days of the inspection were observed. One inspector visited a university residence.

Address of main site/head office

Jubilee Campus, Wollaton Road, Nottingham NG8 1BB

Description of sites visited

CELE is based in the Dearing Building on the Jubilee campus, a modern 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, part of the School of Education, has two main staff offices, as well as a number of offices for leadership and administrative staff. There are also bookable rooms for one-to-one and hybrid meetings and a CELE resource library on the A floor of the Dearing Building. The School of Education also has a designated staff room (B floor). Most teaching rooms used by CELE year-round are on the Jubilee campus, either within or close to the Dearing Building. ALACS teaching (year-round) and some summer pre-sessional teaching also takes place on University Park campus, the main campus of the University of Nottingham, located within a 15-minute walk of Jubilee Campus. A free shuttle bus service connects the two campuses, with buses leaving every 15 minutes.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The Centre offers pre-sessional courses (PEAP), ALACS courses and English language electives. ALACS is offered to all registered students (home and international) through standard courses, subject-specific courses and one-to-one consultations. 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 director reports to the deputy head of the school of education and sits on the school executive board. The director also sits on the school student experience committee. CELE course and programme leaders all report to the director of CELE and to the CELE management committee (CMC). Tutors report ultimately to the director and the deputy director of CELE through course leaders. Roles of responsibility are rotated every three years to give colleagues experience in leadership.

Accommodation profile

The provider offers accommodation through a range of 14 campus-based University-owned halls, and the service also has a number of partnerships with private residential providers. Two of the fully catered residences are designated for any under 18 students requiring accommodation. Communal facilities include lounges, study areas, a launderette, and students staying in the residence have free access to university sports facilities. Each hall has its own 24-hour porter team and a proactive well-being team that organises events for students staying in the hall.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management, Staff management* and S*tudent administration* are areas of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students with a well maintained, comfortable and professional environment for work and relaxation. A wide range of teaching and learning resources is available to meet the needs of students and teachers. Guidance on the use of resources is provided for staff and students where needed. *Premises and facilities* and *Learning r*e*sources* are areas of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. Teachers have a professional profile appropriate to the context; the academic management team is highly qualified and widely experienced. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and well managed, providing 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*, *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. Well-developed policies and practices promote safety and security. Staff collaborate very effectively with student services to meet the needs of students for information, pastoral and health care. Residential accommodation is of a high standard. A very good range of well-organised leisure and sporting activities is available. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are generally sound, although they are not reviewed annually. References taken for staff do not include a question about suitability to work with students under the age of 18. It is not the university's current policy to formally monitor, or risk assess what students under the age of 18 do outside the scheduled programme.

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 The university's goals and values are displayed on the website, disseminated widely throughout the campuses and form part of staff and student induction. Staff are kept informed and reminded of these goals and ambitions through various consultative channels of communication and at appraisal.

M2 Explicit objectives and plans are in place for the university and CELE, taking current global and sector-wide circumstances into account. Objectives are realistic, and progress towards achieving them is measurable.

M3 The structure of CELE is clear and works very well. Continuity is always ensured as course leaders and the director are familiar with the overall running operations of CELE. Dedicated operations and student support staff add to the overall quality and coherence of provision.

M4 Channels of communication are clear, appropriate and although complex, work very well. Meetings of all courses and at all levels take place frequently; information is minuted, actioned and widely disseminated. Staff in the focus group felt they were kept informed and that communication at all levels was effective.

M5 A comprehensive variety of means of collecting feedback from students is used by the university and by CELE including individual tutorials, regular surveys at key points in programmes, regular staff student forums and the student representatives' system. All feedback is analysed and feeds into annual reports to inform future planning and development of the programmes.

M6 Staff feedback is welcomed and actively sought. There are opportunities for staff to offer feedback at course, centre and whole school staff meetings and through regular staff satisfaction surveys. Staff in the focus group confirmed that feedback was regularly asked for, given and acted upon.

M7 All aspects of provision are reviewed frequently and consistently as part of the overall quality systems of the university and CELE's own quality systems. 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	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 The university has an extensive range of human resources policies made known to staff through contracts, staff handbooks and induction. Members of staff expressed appreciation of the University's focus on their well-being and conditions.

M11 Detailed and thorough paid-for induction procedures are in place both for new permanent and sessional staff. Pre-sessional staff receive a comprehensive pre-course induction, supported by a CELE induction website. Course leaders and permanent tutors provide support through regular scheduled meetings with new staff members.

M13 The university is committed to 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. Operations staff benefit from a wide range of CPD opportunities; a menu of university-wide CPD is offered to all staff.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Operations staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Examples of very positive feedback from students and their sponsors were seen.

M15 Pre-course information and advice is abundant and clear on the website. Students receive very good, personalised support and guidance whether they are on the university campus or accessing courses remotely. Once enrolled, students have access to specially designed pre-arrival pages for their programme which include comprehensive information for students in advance of their studies.

M16 Enrolment procedures are clear and efficient. Records are easily accessible to key staff. Course details, fees and refund procedures are all explicit.

M18 Attendance is checked rigorously; students are made aware of the absence policy and punctuality policies before arrival and reminded throughout their time at the university.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments.

The main medium of publicity is the university website.

M22 Publicity contains very clear well written descriptions and photographs of the main features of the provision, fully representative of what is on offer.

M26 Accommodation information is well organised and attractively presented. Photographs are clearly captioned and videos featuring recent students provide all necessary information to enable applicants to make informed choices.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Strength

P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Processes for ensuring the health and safety of staff and students are exemplary. The area is led by a highly-qualified and experienced central team which supports local colleagues in reviewing risk assessments and recording actions taken to mitigate risks using an online risk management tool.

P3 Classrooms throughout the university are of a very high standard. All are bright, spacious and well furnished.

P4 Students have access to multiple lounges, and comfortable indoor and outdoor seating areas where they can relax and consume food. Free drinking water is available throughout the campus.

P5 Signage is clear and consistent. Floor plans are displayed in the foyer of all buildings and helpful maps are displayed outdoors to help visitors navigate the campuses.

P6 Space for staff is very generous. All CELE staff have their own desk and locker to store their belongings as well as the use of several other communal staff rooms and dedicated spaces. Kitchens are available for the preparation of food and drinks and rooms available for meetings and preparation.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources for students are excellent. All course-related material is available to them on the virtual learning environment (VLE) with plenty of additional materials to work with independently.

P8 Resources for teachers are equally good and plentiful. Tutors are supplied with all of the materials needed to deliver their particular course with tutor notes and answers. Staff have a wide range of resources, now mostly digital, available to them to design and develop courses.

P9 Technology throughout the university is impressive and very well maintained. All classrooms are equipped with large screen interactive whiteboards (IWBs) and most have additional whiteboards or glass boards. Very good technical support is always available; training and support in new technologies is offered for members of staff who require it.

P10 Developing students as independent learners is central to CELE's work. The VLE is an integral part of students' courses and is used effectively by teachers and students. The various libraries and study areas are additional resources for students to use, and thorough library inductions, accompanied by CELE tutors as well as library staff, are given to students when they arrive.

P11 Curriculum and materials are reviewed formally every year but also on an ongoing basis. Teachers are given time to produce and update learning materials.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. The management team is highly qualified and experienced, and the teaching team has a very suitable professional profile. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments

T4 Care is taken to match teachers appropriately to the courses they teach, drawing on strengths, expertise and teacher preference. Teachers are encouraged to teach on more than one course, allowing them to gain experience of different teaching contexts. Timetabling takes class size and room availability into account.
T5 There are clear and effective cover procedures with members of staff always timetabled to provide cover.
T7 Induction is comprehensive and includes a four-day paid induction for new teachers covering all aspects of the different courses and all key aspects of working at the university.
T8 Guidance and support across all programmes is very good. Teachers in the focus group confirmed that multiple levels of support are available to them. Regular designated/timetabled time allows teachers and academic managers to work together to discuss course strategies and development. Summer PEAP tutors are grouped in pods, with newer and more experienced tutors working together for additional support and development.
T9 Although observation and development planning feature strongly in CELE, a school policy does not allow formal observations of permanent teachers by a manager. Peer observation is encouraged and does take place. Formal observations of summer PSE tutors also take place and there was evidence of these observations being supportive and developmental.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments

T11 Course design is clear and principled. Core staff are involved in all aspects of the design and delivery of their courses covering all relevant aspects of language and strategies that students need. Students and teachers are given the course, the assessment criteria and scheme of work.
T13 Courses are very much 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.
T14 Course outlines, objectives and detailed assessment information are clearly explained on the virtual learning environment and are therefore always accessible as a reference point for students.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T16 Student progress is tracked and monitored consistently through regular group and individual tutorials. The comprehensive information about tasks, assessments and progress on the VLE enables students to evaluate and monitor their own progress, with the support of personal tutors to advise and discuss any areas of concern.

T17 Regular structured support is available to students through several different channels, including online and in-person tutorials, to identify strengths, weaknesses and progress, and to help students set clear targets. Extensive self-study support is also provided.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	Parts of all programmes running were observed: PEAP and ALACS

Comments

Observations covered 12 face to face classes, one hybrid and one online.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Accurate models of spoken and written language were observed in almost all classes. Teachers raised awareness of register and appropriacy of language and helped learners develop emergent language. Good explanations of new lexis, grammatical explanations and good exemplification were seen.

T20 The lesson focus in nearly all classes observed was clearly linked to the learning needs and objectives of the students. Teachers knew their students well, even in newer classes and ALACS classes where different students may come and go from classes offered.

T21 Learning outcomes were clear and relevant, shared with students on the VLE and referred to in classes. Lessons included very good sequencing and staging with good support to ensure students understood the more complex concepts being taught.

T22 A wide range of techniques was evident in most classes including elicitation, nomination, asking for clarification, prompting, very good use of concept checking questions and instructions clearly checked.

T23 Competent use of technology and well-presented materials were seen in all lessons. At times students were grouped well and teachers encouraged group and pair discussion. In weaker segments seen, classes were static and very teacher dominated.

T24 Appropriate praise was offered; feedback was timely and integrated into all stages of the lesson. Teachers monitored well in better segments and were therefore able to provide better feedback and support. In weaker segments observed there was insufficient correction of mistakes.

T25 In most classes observed, teachers checked stages in the plan and built in a practice or a recap stage towards the end of the lesson or asked students to recall previous work done. In a minority of classes, teachers were delivering content but there was little checking with students to see how they were receiving and understanding it.

T26 Students were mostly engaged and classes had a purposeful, studious atmosphere. Teachers had a good rapport with their students and most lessons moved with good pace and a variety of interaction. All teachers demonstrated a sensitivity to their learners. However, in a minority of classes observed, teacher talk was very prominent resulting in students becoming passive learners and being insufficiently challenged.

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	

W2 Students receive excellent pastoral support. There is a student liaison officer who works closely with the team of tutors to support students in all aspects of their pastoral needs, with supportive central specialist services. There are very good mechanisms in place to ensure timely and appropriate intervention.

W3 There is a very strong ethos of diversity and respect in the institution, with exemplary complementary policies and systems for reporting abusive behaviour that are known and understood by staff and students.

W5 There is comprehensive information available to students both pre-arrival and during induction about travelling to Nottingham and key aspects of life in the UK.

W6 There is very good access to health care provision. Students are encouraged to register with the newly built on-campus medical centre or other local GPs, and can access a wide range of appropriate information, including a video delivered by and for international students.

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	

W7 The university accommodation visited is of a high standard. Students living in halls can choose from catered and self-catered halls, and a variety of room types, price ranges and locations. There are very good facilities which

offer a comfortable environment for students, with a free package of access to sports facilities, enrichment and well-being activities and support.

W9 The residences are checked for safety on a monthly basis, and other safety and suitability checks take place at least annually. Risk assessments are comprehensive.

W10 Information sent to students booking rooms in the University halls of residence is comprehensive and clear. It is disseminated to students at timely and relevant points in their pre-arrival journey.

W11 Any issues with student accommodation are dealt with very efficiently. There are informal routes for dealing with immediate issues, and formal feedback is taken twice a year by an external company, and is reviewed by staff teams to determine how improvements can be made.

W13 A very good range of appetising and nutritious food is on offer in the catered halls, and the kitchens are able to deal with a variety of special diets and to respond to individual student requests.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	

The university does not offer homestay accommodation.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	

None.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	

W19 While there is information available about access to sports and other activities, some PEAP students in the focus group were not aware that they could access them.

W20 The student union and university sports clubs and facilities are available to PEAP students if they join as associate members at a small cost. There is a very broad range of clubs, societies, activities and sports facilities on offer for students at all levels of ability and experience, and student feedback is used extensively to inform review and development of these offers.

W21 Activities on offer are very well resourced. Many activities are organised by university students with professional support from student union and university staff.

W22 Risk assessments in use are comprehensive, regularly updated by users and specialists, and include full consideration and mitigation in relation to potential critical incidents.

W23 Activities on offer are led where appropriate by trained specialists, and excellent training and support is offered to all people leading and organising activities.

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.	Not 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.	Strength
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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	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 centre accepts students aged 17 and above, but at the time of the inspection, there were no students under the age of 18 out of a total of 14 PEAP students on accredited provision in the centre, and only two had been enrolled in the previous 12 months, both studying online from their home countries. All students accessing academic English support for their main courses were aged 18 and over. Nevertheless, the provider has some well-developed safeguarding systems, with a university designated safeguarding lead coordinating closely with the team in the centre. The faculty-based safeguarding lead liaises with colleagues in the centre and other parts of the university to support any students under the age of 18.

S1 The university has a robust institution-wide safeguarding policy, with a separate set of procedures outlining its implementation. However, it is university policy to review these documents every two years, and the current policy does not reference the most recent guidance. The procedures do not address the specific needs of international students aged under 18.
S2 Staff receive excellent and frequent training in safeguarding. Staff are aware of their responsibilities in managing any students under the age of 18.
S4 Although in general the university's recruitment procedures are robust, with self-disclosure systems in place, reference requests do not include a question about the suitability of the candidate to work with students under the age of 18.
S6 Any student under the age of 18 studying on campus is required to have a guardian. The culture and practices for keeping these students safe are generally well-embedded; however, it is not currently university policy to formally monitor or risk assess what these students do outside their scheduled programme.

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	October 2021
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	Sutton Bonington Campus Sutton Bonington, near Loughborough, Leicestershire LE12 5RD Queen's Medical Centre Derby Road, Nottingham NG7 2UH Royal Derby Hospital Uttoxeter Road, Derby DE22 3NE The Kings Meadow Campus: this is where most of the university's professional and business support services, including human resources, are based; no teaching takes place here

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	14 PEAP 40-60 ALACS	1074
Full-time ELT (15+ hours per week) aged 16–17 years	0	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	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	**14**	**1075**
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	20–30 weeks	6–10 weeks
Adult programmes: predominant nationalities	Chinese, Saudi Arabian	Chinese, Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	15	109
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	15	
Number of academic managers for eligible ELT courses	3	15
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3
Comments	
One academic manager was teaching 9 hours in the week of inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	13
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	15
Comments	
None	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	14	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	14	0
Overall total adults + under 18s	14 (PEAP students only)	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S1, S4 and S6 have been addressed. The required evidence was subsequently submitted.