Inspection report

Organisation name	University of Portsmouth, Centre for Continuing Professional Development (CCPD)
Inspection date	30 June – 1 July 2026

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.	N/a

Recommendation

We recommend continued accreditation. Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1 and W22 have been addressed.

Summary statement

The British Council inspected and accredited University of Portsmouth CCPD in June and July 2026. 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 English language teaching department of this university offers courses in academic and professional English for adults (18+) in university premises and online.

Strengths were noted in the areas of student administration, learning resources, and academic staff profile.
The inspection report noted a need for improvement in the area of learner management.

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

Introduction

The University of Portsmouth is set in a campus around a park and playing fields close to the city centre. It has over 30 buildings of varying ages and ten residences, some of which are run by partners. It has some 24,000 students; about 20 per cent of them are international.
English language programmes for international students are offered by the School of Education, Languages and Linguistics (SELL) and the Centre for Continuing Professional Development (CCPD). The centre is supervised by the Department for Academic Services (DAS) as far as administrative procedures are concerned, while academic matters are governed by SELL. The university also has a London campus. Online students intending to study at the London campus join the same online classes as the students coming to Portsmouth. Face-to-face English language teaching in London is outsourced to an external provider and is outside the scope of this inspection.
The inspection involved two inspectors and took two days. Meetings were held with the deputy vice chancellor global engagement and student life, the director of University of Portsmouth global, the head of SELL, the centre manager of CCPD, the subject area manager ELT, the PSE (pre sessional English) course leader, the PSE

assessment coordinator, the PSE tutor mentor, the ESP coordinator, marketing and communications coordinator sports and recreation, conference and lettings manager, health and safety compliance manager, and administrator CCPD. Focus group meetings were held with teachers and students, face to face and online. The three teachers timetabled on the days of the inspection were observed, two teaching on campus (OC) and one online distance learning (DL). One inspector visited two university residences.

Address of main site/head office

School of Education, Languages and Linguistics, Park Building, King Henry I St, Portsmouth PO1 2DZ

Description of sites visited/observed

SELL and the CCPD are located in Park Building. This Victorian building is near the centre of the campus, close to other teaching buildings and to the city's Guildhall. The CCPD is situated in a third-floor office. There is a ground-floor reception area and open-plan office for administrative staff, with staff offices and a kitchenette on the same floor. OC teachers teach primarily from Park, based on room availability. DL teachers can teach from the campus but typically do so from their own homes.

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

CCPD offers pre-sessional courses which run for fifteen, ten, six, four and two weeks from May and through the summer. Both OC and DL students take part; at the time of the inspection about 95 per cent of the students were studying remotely. During the academic year it provides five-week (10 weeks for postgraduates) English for Specific Purposes modules in a number of EAP (academic) and EOP (occupational) skills areas; these courses are free. These two course types constitute the bulk of its provision. It also offers bespoke professional development/closed group courses throughout the year which can include a language improvement element. At the time of the inspection PSE courses (10 and 15 week) and a one-week closed group course for teachers and administrators from a French university were running.

Management profile

The CCPD centre manager reports to the deputy director of Academic Services. There are three centre administrators in the centre, a project administrator and a business development manager. Academic management is provided by three key members of SELL staff; the PSE course leader, PSE assessment coordinator and PSE teacher mentor. All three report to the head of SELL through other senior members of the leadership team.

Accommodation profile

The university has over 1000 rooms across five different locations in the city. Students have a choice between ensuite rooms with access to a shared kitchen and a standard room in a cluster of five with access to a shared bathroom and a shared kitchen. The majority of students doing courses at the centre choose ensuite rooms at the Harry Law Hall residence which is a very short walk from the teaching rooms. All residential students receive a bedding pack and a kitchen pack on arrival. The University also maintains a list of registered landlords, whose properties have been checked to ensure that they meet required standards.

Summary of inspection findings

The provision meets the section standard. The CCPD/ SELL have an effective leadership team that is clear about their specific roles and ambitions within the university. Communications are very good both within the centre and with other departments across the university. Staff are well supported and have opportunities for development;

administrative procedures are very efficient and effective. Publicity is, overall, clear and accurate. Although procedures are in place for collecting student feedback they were not working to the benefit of the students. *Student administration* is an area of strength.

Premises and resources
The provision meets the section standard. The CCPD premises provide a suitable environment for learning and teaching. Students benefit from extensive university facilities particularly in terms of food and relaxation spaces. Learning resources are very good both within the CCPD and across the university. The safety and security of staff and students is taken very seriously; however, fire drills in the main building only take place once a year. *Learning resources* is an area of strength.

Teaching and learning
The provision meets the section standard. Teachers are appropriately qualified and receive good support from a well-qualified and experienced academic management team. However, there was no evidence of planned CPD for seasonal teachers. Course review is not responsive enough to the immediate needs of students. There is a need for improvement in the placement, monitoring and support of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* is an area of strength. There is a need for improvement in *Learner management.*

Welfare and student services
The provision meets the section standard. For the most part, 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. Critical incident procedures to follow when students are off site are lacking.

Safeguarding under 18s
No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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.	Met
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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments
M1 The goals and values of the university are clearly defined, consistently communicated, and embedded across a range of platforms accessible to both staff and students. M3 The structure of CCPD is clear and works very well. Key staff look after specific courses and are able to cover for each other at all times. A dedicated administration team looks after student support and enrolments liaising closely with central university admissions. M5 Feedback from students is collected in a variety of ways, including individual tutorials and formal end-of-course evaluations. However, although systems are in place to gather student feedback, they are not always effective. Students who participated in the focus group raised a number of issues and concerns about their course that had not been addressed, suggesting that existing feedback mechanisms are not consistently identifying or responding to student concerns in a timely manner.

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 ensures that these are up to date.	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.	Met
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.	Strength
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.	Met
Comments	
M8 There is a comprehensive suite of HR policies including a policy on artificial intelligence (AI). Staff are given information and guidance on these at induction; all are available on the university intranet. M10 Evidence of pre-employment checks and the right to work in the UK were not seen by inspectors. M12 Sound monitoring and appraisal systems are in place and available to staff. These processes are documented and include opportunities to recognise good performance as well as identify areas for development. The procedure for handling unsatisfactory performance is detailed and clear.	

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 Evidence of consistently good feedback from students and their representatives was seen. Students in the focus group were very positive about the helpfulness and availability of staff. M15 Comprehensive pre-course information and advice is readily available to students before enrolment; this advice and guidance continues to be offered throughout their studies at the university. M16 Enrolment procedures are very efficient with the administration team in CCPD working closely with the university admissions team to ensure a highly personalised service is offered to students and their representatives. Record systems are clear and easily accessible. M18 A very clear attendance policy is in place, enforced and made known to students before arrival and at induction.	

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.	Met
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.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	Not met
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. M26 Accommodation information on the university website did not include details of services such as arrangements for cleaning, supply of towels and bedding and laundry.	

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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.	Met
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Although building risk assessments, policies, and procedures are in place to ensure the safety and security of students and staff on university premises, fire drills in the Park Building are conducted only once a year. P4 Students have ample space across the campus to relax and socialise, including various cafes, indoor and outdoor seating areas and many dedicated study areas.	
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.	Met
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.	Met
Comments	
P7 Learning resources for students are very good. 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 course with tutor notes and answers. Staff have a wide range of resources, now mostly electronic, 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 screens and most have additional whiteboards. 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 the work of CCPD. The VLE is an integral part of students' courses and is used effectively by teachers and students. The library and study areas are additional resources for students use.

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.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
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.	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.	Not met
Comments	
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 through regular communication, meetings and informal consultations. An online chat function allows teachers to post any questions they might have at any time and receive a swift response from a member of the academic management team. T10 There was no evidence of planned ELT-specific CPD for the PSE teachers.	

Course design and implementation	Met
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.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Course design is clear and detailed for all courses. It has been thought through carefully and covers all relevant aspects of language and strategies that students need to prepare them for their main degree courses. Students and teachers are given details of the course, the assessment criteria and scheme of work in advance. T12 Opportunities for students to develop their language skills in a real-world context are built into course design, taking advantage of the many opportunities the wider university offers and equipping students for	

the next steps in their studies. Independent learning underpins every aspect of the course design and is constantly reinforced.
T13 Although courses are reviewed regularly, the immediate needs of several students on the PSE programme had not resulted in any meaningful changes, indicating that the review process had not been sufficiently responsive to their emerging concerns.

Learner management	Need for improvement
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Not met
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

T15 Several students did not have a sufficient level of English to be able to cope linguistically with the course.
T16 Although procedures are in place to evaluate, monitor, and record students' progress, these were not operating effectively at the time of the inspection.
T17 Although it was evident that several students were experiencing difficulties with the linguistic demands and cognitive load of the course, no targeted interventions or alternative programme of study had been implemented to provide the support they required.

Classroom observation record

Number of teachers seen	Three
Number of observations	Three
Parts of programme(s) observed	PSE and one closed group of university teachers and administrators.

Comments

Two teachers were teaching on the PSE at the time of inspection, one OC and one DL. Due to programme constraints, the PSE teachers were observed individually by both inspectors in the classroom/online at the same time. The third teacher teaching a closed group was observed by one inspector.

Teaching: classroom observation	Met
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
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 All teachers observed demonstrated sound knowledge and awareness of the linguistic systems of English. Models of pronunciation were provided for individual words; language used for illustration, explanation and exemplification was mostly appropriate to the students' level.
T20 The lesson focus in all classes observed was clearly linked to the learning needs and objectives of the students and their future study. Topics and materials selected were appropriate, timings of activities in the lesson plan were realistic and some lesson plans allowed time for checking learning outcomes. However, in

some classes, some of the content was above the level of the students and this was confirmed during the student focus group meeting.
T21 Outcomes are made available in the student handbook and on the VLE and clear links to the purpose of the lesson were generally evident.
T22 All teachers demonstrated confident use of techniques to present and practise language in an engaging way. A wide range of teaching techniques was evident in most classes including elicitation, nomination, asking for clarification, prompting, pre-teaching of vocabulary and very good use of concept checking questions.
T23 Competent use of technology and well-presented materials were seen in all lessons. Teachers used breakout rooms and chat very skilfully as well as VLE and video. Group and pair work was very well managed in some classes.
T24 In the best segments seen teachers routinely monitored group and pair work, prompted discussion and provided some feedback. Teachers praised and encouraged students, and most teachers checked exercises; reference was made to previous learning. However, overall, there was insufficient correction of mistakes including basic errors, and limited exploration of learner errors with further explanation, practice and extension work.
T25 In some 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 other classes, teachers were delivering content but there was little checking with students to see how they were receiving and understanding it.
T26 Students were engaged and classes had a purposeful, studious atmosphere.

Welfare and student services

Care of students	Met
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.	Not 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.	Met
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.	Met
Comments	
W1 There is a plan to respond to emergencies when students are on site, however, staff interviewed were unaware of it. Procedures to follow when students are off site are not in place. W2 Students receive excellent pastoral care, both from the centre and the wider university. Wellbeing meetings and cafes are organised, and very good support services are in place. A member of the centre's team, who is also a trained counsellor, is identified as the person students can go to with personal issues. W4 Students do not receive a 24-hour emergency number for the provider. However, students in Halls of Residence are given a 24-hour telephone number for the security staff for their Hall, and all students are made aware of the telephone number for public emergency services. W5 Detailed information on transport options is made available to students prior to arrival. The University also offers a free taxi service from Heathrow and Gatwick airports.	

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into	N/a

account any reasonable dietary requirements students may have.	
Comments	
W10 Although students receive information related to accommodation prior to booking, no written confirmation of booking is given.	

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	
None.	

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.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	Met
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.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
None.	

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	July 2022

Last full inspection	June 2026
Subsequent checks/visits (if applicable)	November 2023
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	University of Portsmouth London campus.
Other accreditation/inspection	N/a

State sector

Type of institution	University
Other accreditation/inspection	BALEAP

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	N/a

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	38	50
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	**38**	**50**
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	1 week – 15 weeks	1 week – 15 weeks
Adult programmes: predominant nationalities	Chinese	Chinese
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	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	Many across the university support services	

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	

Academic managers teach on different programmes in SELL. When not teaching they are available to cover classes. They were not teaching during the week of inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	0
ATEFL registered 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	0
Total	3
Comments	
Two teachers were teaching OC, one PSE and one a closed group; a third teacher was teaching DL.	

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	N/a	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	15	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	1	N/a
Arranged by student/family/guardian		
Staying in own home, with own family or in privately rented rooms/flats	22	N/a
Overall totals adults/under 18s	38	N/a
Overall total adults + under 18s	38	