

Organisation name	University of Salford English Language Centre
Inspection date	19 –21 November 2019

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. Evidence must be submitted within three months to demonstrate that weaknesses in M10 and S4 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited University of Salford English Language Centre in November 2019. 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](http://www.britishcouncil.org/education/accreditation) for details).

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

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

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

## Introduction

The University of Salford is an institution of approximately 2,500 staff and 20,000 students. English language teaching is based in the English Language Centre (ELC), which, with the University Wide Language Programme (UWLP), forms part of Salford Languages. The UWLP is a separate unit which provides modern Foreign Languages teaching as credit-bearing modules on many degree programmes. Salford Languages is based in the International and Regional Development (IRD) directorate.

The ELC offers three types of courses.

International Foundation Year (IFY) is a two-semester, full-time, Level 3 programme, with September and January starts, leading to direct entry to a wide range of undergraduate courses. The ELC provides the ten hours per week English and Study Skills (ESS) module and is responsible for managing the whole course, in conjunction with the departments which provide the mainstream “strands” in economics, engineering, science, health-related subjects, computing, music, arts and media.

Pre-sessional English (PSE) is a full-time programme (20 hours per week) in academic English and academic skills designed mainly for students aiming to progress to postgraduate study at the university, and can include preparation for IELTS, although the ELC produces its own assessments. It is available throughout the year and is delivered in two 12-week blocks in September and January and three five-week blocks in the summer. Students can combine blocks and progress through all five blocks in the year or select an entry point according to language competence. The Summer Pre-sessional English Programme (SPSE) runs for three five-week blocks starting in June.

In-sessional English Language Support, Learn English for Academic Purposes (LEAP), is designed for undergraduate and postgraduate students and LEAP Higher for PhD students, and is provided as part of the student’s programme. The provision is delivered through a series of lessons, workshops and tutorials following a published weekly programme, which students sign up for according to their perceived need for support. Schools within the University can also negotiate bespoke support for their cohorts.

The inspection lasted two days. The inspectors had meetings with the pro-vice chancellor (international and regional partnerships), the director of Salford Languages, the four course co-ordinators, the ELC manager, the head of student support, the safeguarding officer, the student experience and engagement manager, the associate director of health, safety and well-being, the associate director of international development, the operations manager, the facilities manager, a director of Campus Living Villages, the academic librarian and a learning and research support manager. One focus group meeting was held with students and one with teachers. All teachers timetabled during the inspection were observed. An inspector visited one residence.

## Address of main site/head office

Maxwell Building, University of Salford, The Crescent, Salford M5 4WT

## Description of sites visited

The University of Salford occupies a large urban campus about two miles from the centre of Manchester and just over one mile from Media City Salford, where it has another, smaller campus. A main road and a railway pass through the campus, the latter with a station in the middle of the campus, providing excellent public transport links. Although not part of the university, the Salford Museum and Art Gallery is situated in a prominent position on the site. The ELC is located on the eighth and ninth floors of the Maxwell Building, where the self-access Languages Resource Centre (LRC), the main office for Salford Languages and staff offices are also located. Maxwell houses the university’s main reception, the medical centre, a large refectory, food outlets and a shop. A good proportion of the English teaching takes place in Maxwell but the rest is dispersed around the campus in at least six other buildings. The Clifford Whitworth Library, University House where central student support services and the Student Union are located, a variety of refectories, coffee shops and cafes, the swimming pool and other sports facilities are five to ten minutes’ walk from Maxwell. Some partner-owned residential accommodation is also on the campus, ten minutes’ walk from the main buildings.

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 checked="" 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 checked="" 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

At the time of the inspection 11 English and Study Skills groups were running, one PSE group and various forms of LEAP provision, including taught classes and one-to-one support classes.

### Management profile

The ELC is part of Salford Languages (SL), the teaching centre for English language and modern foreign languages. SL is within the Directorate of International and Regional Development. The ELC manager is responsible for all aspects of academic management. He is supported by four course co-ordinators and reports to the director, SL who in turn, reports to the pro-vice chancellor, international and regional partnerships.

### Accommodation profile

The university does not itself provide accommodation. It has an exclusive partnership agreement with a private provider who owns and manages a large hall of residence on the campus with 1,367 beds, built in 2015. This hall has proved so popular that a further similar hall is being built. The partner organisation also offers accommodation in residences on another part of the campus in three to four-bedroom apartments with shared bathroom and kitchen, but this is not part of the partnership agreement. In practice, there is limited use of halls of residence by ELC students, most of whom find their own accommodation or live with (extended) family.

One inspector visited the residence which is the subject of the partnership agreement, accompanied by the university's head of facilities, sports and accommodation, and a director of the partner organisation. The hall consists of 213 flats with between five to ten beds in each. It offers six room types with varying degrees of luxury, a communal kitchen/lounge and ensuite facilities, and is set in landscaped grounds. Communal facilities include lounges, study areas, a launderette, a gym and two cinema rooms. The hall has its own 24-hour security team, who work collaboratively with the university's own team.

### 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. 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 satisfactory. *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 premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive interesting and appropriate resources available for staff and students. Guidance on the use of these resources is provided where needed. *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. 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. Well-developed policies and practices promote safety and security. The ELC staff collaborate very effectively with student services to meet the needs of students for information, pastoral and health care. Residential accommodation is of a very high standard, although few ELC students avail themselves of it. 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 very sound. However, the university needs to ensure that its HR procedures are fully in line with safer recruitment good practice.

### 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.	Met
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.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M2 There are clear plans in place for the future of the ELC with the full support and involvement of the university's senior management. Objectives are realistic, and progress towards achieving them is measurable.

M3 The structure of the ELC is clear and works very well. Continuity is ensured at all times as the course co-ordinators and the centre manager 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 work well; meetings at various levels take place frequently with clear minutes and actions discussed and disseminated to all staff. Staff in the focus group commented that they were involved in, and very much a part of, the ELC.

M5 Student feedback is collected in a variety of ways, including individual tutorials, module evaluative questionnaires, staff-student committees and the Student Hub. All feedback is analysed and feeds into course reports to inform future planning.

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 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.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments
M8 An extensive suite of human resources policies is in place and communicated to staff through the website and detailed staff handbooks.
M10 Recruitment procedures are clear and staff records sampled had most of the required checks and documentary evidence. However, at present the university does not ask referees about a candidate's suitability to work with young people.
M11 Comprehensive and detailed induction procedures support new staff at university level and, more locally, in the ELC.
M13 Continuing professional development (CPD) is encouraged and records showed a good mix of university-wide CPD, in-house ELT-specific CPD and external CPD. Support for upgrading qualifications and attending or hosting external events is available.

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.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments
M14 Dedicated administrative staff ensure a highly personalised service is offered. The staff working directly with ELC students can cover for each other, and very clear IT systems are in place which are easily accessible at all times.
M15 Detailed pre-course information is provided to potential students and their representatives by the dedicated administrative team. The highly personalised service continues throughout a student's time in the ELC.
M16 Clear procedures are in place and made explicit on the website. Good, supportive structures allow individual circumstances to be taken into account when dealing with any financial issues related to refunds.
M19 There is a very clear attendance policy made known to students and reinforced at induction. However, although students are asked to come to class on time there was no evidence that a systematic policy on punctuality was being enforced.

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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	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.	Not met

Comments
The main medium of publicity is the university website. Brochures are downloadable from the website and produced for international markets; the university uses a variety of social media platforms.

M29 An outdated version of the Accreditation Scheme marque was used on the website. This was changed to the correct marque during the inspection and is no longer a point to be addressed.

## 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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
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

P3 There are many well-appointed communal relaxation areas within all of the buildings. Wi-Fi is free and banks of pcs and laptops are available for students to use.

P4 Free drinking water is available throughout the campus, and a wide range of competitively-priced food with a variety of dietary options is offered at various catering outlets.

P5 Signage is clear and consistent throughout the campus, making navigation very straightforward for students and visitors.

P6 Staff have access to a variety of spacious staff rooms and relaxation areas, including a comfortable lounge and kitchen.

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

P7 The ELC has an impressive range and quantity of learning resources to support all courses; these are both paper-based and available on the virtual learning environment (VLE).

P8 Staff have access to plentiful resources in the staff resource room and on the VLE, where additional course material is frequently uploaded. The main university library is equally well stocked with multiple copies of relevant books and materials.

P9 All classrooms are very well equipped. Technical staff are always on call and good training is available for staff to help them update their skills and knowledge.

P10 A wide range of resources in different media is available to students in the many self-access centres throughout the university. The main library is very well equipped and organised and clearly well used by students.

P11 Induction and guidance in the use of self-access resources are excellent, both in the LRC and in the library. Sessions to introduce students to what is available and to encourage them to use the library are part of student induction.

P12 Review of resources is ongoing. Named members of the library staff work with ELC staff to ensure resources are always up to date and in multiple copies where necessary.

## Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the 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

T2 All teaching staff are TEFLQ and most have additional higher-level qualifications.  
 T3 The teaching team has a wide range of experience relevant to the classes they are teaching. Many have masters' qualifications in appropriate subjects, as well as relevant teaching qualifications.  
 T4 The centre manager, director of SL and three members of the academic management team are TEFLQ. A rationale for one academic manager who is not TEFLQ is accepted in the context of this inspection as she is TEFLI, a qualified teacher and is completing a doctorate study into aspects of EAP. She has designed a number of English language support programmes for undergraduate and postgraduate students in a range of disciplines across the university and successfully manages a team of TEFLQ staff teaching on them.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
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.	Met

### Comments

T5 The course co-ordinators are responsible for allocating teachers to classes, working closely with the centre manager. Teachers are encouraged and supported to teach across the range of provision to build knowledge and expertise.  
 T7 Cover arrangements are excellent. There is a detailed cover timetable with two and sometimes three named cover teachers. Detailed records of work done, and availability of resources, ensures continuity for students.  
 T9 An open-door policy is encouraged by the centre manager and the course co-ordinators, as well as regular course and whole team meetings. Staffrooms and staff offices are all on two floors of the main building, allowing for a great deal of daily informal support. More experienced teachers mentor any newer, less experienced teachers. Teachers in the focus group spoke very highly of the guidance and support they received.

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.	N/a
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 Course design for all courses is clear and thorough, covering all relevant aspects of language and closely related to students' needs. These are explained in detail in the teachers' handbooks and on the VLE.

T12 Courses are regularly and thoroughly reviewed. Student and staff views, and quick responses to changing student profile and student needs, are central to the ELC ethos of constant review.

T13 Students and teachers are given the course outline, the assessment criteria and scheme of work in very clear and detailed handbooks. All course information is also available on the VLE. LEAP students are given an outline of what the course will cover; this is flexible and can be adapted to both group and individual needs in consultation with students and their main course tutors.

T15 Independent learning underpins every aspect of the course design and is constantly reinforced in the classroom and in the very good self-study resources made available on the VLE. Students undertake a number of assessments independently outside classroom time to help to foster autonomy and to prepare them for their future studies.

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

**Comments**

T18 Students are constantly monitored, progress is assessed and recorded and students know at all times how they are progressing towards their goals.

T19 The tutorial system works well to identify any problems or lack of progress; additional learning support is offered whenever a student's lack of progress is noted.

T21 Detailed academic reports are produced for students progressing on to their main degree courses and good examples were seen of clear reports created for LEAP students.

**Classroom observation record**

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All parts of the programme taking place at the time of the inspection were seen.

**Comments**

One teacher was not teaching on the days of the inspection. Four course co-ordinators were teaching and are included in the number above.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Met
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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met

T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength
<b>Comments</b>	
<p>T23 All teachers observed demonstrated sound knowledge and awareness of the linguistic systems of English. Some gave good explanations of grammatical structures with relevant examples, and attention was paid to students' pronunciation in most of the classes seen.</p> <p>T24 Class profiles showed teachers knew their students well and understood their needs. Lessons were carefully designed to take the cultural backgrounds and aspirations of students into account. In some lesson plans seen, activities and additional tasks had been built in and plans carefully staged to cater for different needs and different rates of progress.</p> <p>T25 Aims and outcomes were seen in all lesson plans and in some cases made explicit to students at the start of the lesson. Lessons were well structured and coherent, with links back to previous lessons and learning.</p> <p>T26 Teachers demonstrated confident use of a good range of teaching techniques. This included elicitation, concept checking and prompting. An appropriate variety of interaction patterns and task types was observed.</p> <p>T27 Classroom management was generally skilled and effective. Students were sometimes carefully placed and grouped to facilitate learning. However, some classes were largely static with students not always best arranged for lengthy collaborative work, and with no opportunities given for students to move around.</p> <p>T28 Teachers routinely monitored group and pair work, prompted discussion and provided some feedback. At times staff made notes for subsequent or delayed feedback.</p> <p>T29 The lesson plan template did not give teachers a prompt to identify those stages of the lessons which would show whether their outcomes were being achieved, and there were not many stages in lessons where students were asked to reflect on their learning. However, most teachers checked exercises effectively and built in opportunities for students to check each other.</p> <p>T30 All classes evidenced very high levels of rapport, varied interactions and activities, and a real energy and engagement. Teachers clearly knew and valued their students, and in the best segments both teachers and students clearly enjoyed working together.</p>	

### 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. 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.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Safety and security is prioritised on this open-access campus. There is a constant security presence, with regular patrols, and contact numbers for security staff widely available. Security staff are well trained in a number of

specialist areas. Risk assessments are thorough. Fire drills are regular, and students are advised to download an app which can be used for emergency alerts.

W2 There is a detailed and wide-ranging emergency plan, linked to the police and fire services. It includes mutual help from another local university. Staff and students are broadly aware of its existence and contents.

W3 Pastoral care is paramount. The ELC provides dedicated safeguarding staff who draw up individual risk assessments for students, monitored via tutorials. It is excellently supported by Ask Us (student services), the counselling and the multi-faith chaplaincy services.

W8 Information on and help with health care is readily available. A clear account of entitlement to and costs of NHS services is provided. All students are encouraged to register with the campus medical practice, or their local surgery. The university recently launched a pilot scheme in conjunction with three other local universities and the NHS to provide a dedicated service for complex mental health needs.

<b>Accommodation</b> (W9–W22 as applicable)	<b>Area of strength</b>
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### **Comments**

W9 The residence is of a very high standard. All rooms are spacious, ensuite, and have three-quarter size beds, and a well-appointed shared kitchen/lounge. Communal facilities are well managed.

W11 Inspections are regular and robust. Managers from the private provider monitor provision, and the university student services monitor the provider under 14 service standards. In practice, the two stakeholders work collaboratively.

W12 Students' contracts are comprehensive and are written in accessible language.

W14 The partnership agreement clearly sets out terms and conditions in detail.

<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.

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

#### **Comments**

W21 Although the university does not recommend any private sector accommodation, Ask Us informs students about the international-student-friendly standard, and has ample systems in place to support those renting in the sector.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
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 A wide range of events and leisure opportunities is available. These are not organised by the ELC, although it does provide some leisure activities during the summer pre-sessional. The student union sponsors extensive sporting and cultural activities, many of them free. The campus has a sports centre with pool and fitness facilities as well as an all-season pitch. There are a number of international societies both at the university and in the city.

W24 A very wide range of free activities and more costly excursions is offered, which are in keeping with the students' interests and the limited free time of those on ELC courses.

W25 Organisation and resourcing of leisure activities are of a high standard. Students pay heavily-subsidised rates for use of the sports centre, and sporting activities are managed by a professional team. Activity risk assessments are in active use.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Met</b>
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.	Strength
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**

Overall, the university had 38 under 18s at the start of the academic year, of whom 12 were studying in the ELC. Figures at the time of the inspection were 16 and 12, respectively. Hence under 18s are concentrated in the ELC, with the result that it has very well-developed safeguarding systems, with, for example, two designated safeguarding officers.

S1 The university has a recently revised, robust safeguarding policy, expanded and developed by the new safeguarding officer to provide more operational detail. However, it did not include guidance on handling delayed suitability checks. This omission was rectified in the course of the inspection, and so is no longer a point to be addressed.

S2 The policy is available online to all staff, and is referenced in staff handbooks, and on the university website. Training is all-pervasive. All staff are trained at basic level; the senior leadership team, the university safeguarding officer and the schools' designated safeguarding officers are all trained to an advanced level. Face-to-face training is provided to take account of the needs of particular schools/disciplines/cohorts.

S4 In general, recruitment procedures comply with safer recruitment good practice. However, reference requests sent by the human resources (HR) department do not include an enquiry about suitability to work with under 18s.

S5 There are good systems for the supervision and safety of under 18s during scheduled lessons. Students are interviewed on arrival by the university student experience and engagement officer, who subsequently holds regular monthly meetings with them. This is replicated by the ELC designated safeguarding officers who have weekly meetings, keep detailed tutorial notes and update individual risk assessments. The latter also function as a liaison between the young student and their subject-specialist schools. Under 18s are highlighted in registers, and there are special procedures for their non/late arrival in class.

### 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	2000
Last full inspection	2015
Subsequent spot check (if applicable)	November 2015
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	Salford Languages offers the University Wide Language Programme (UWLP), credit and non-credit bearing modules in a variety of modern languages.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	QAA

### State sector

Type of institution	University
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

<b>Student profile</b>	At inspection	In peak week: February (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	162	177
Full-time ELT (15+ hours per week) aged 16–17 years	12	2
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
<b>Overall total</b> ELT/ESOL students shown above	<b>174</b>	<b>179</b>
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	16+	16+
Adult programmes: typical age range	17–45	17–45
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Kuwaiti, Saudi, Cypriot, Greek, Syrian, Nigerian	Kuwaiti, Saudi, Cypriot, Greek, Syrian, Nigerian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	17
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	15	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	20	

### Academic manager qualifications profile

#### Profile at inspection

Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	5

#### Comments

One course co-ordinator was teaching four hours during the week of the inspection; three were teaching eight hours.

### Teacher qualifications profile

#### Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	15
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
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
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	7	2
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	155	0
Staying in privately rented rooms/flats	0	10
Overall totals adults/under 18s	162	12
Overall total adults + under 18s	174	