

Organisation name	University of the West of Scotland
Inspection date	28–29 January 2020

<b>Section standards</b>	
<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.	N/a

**Recommendation**

We recommend accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and W26 have been addressed.

**Summary statement**

The British Council inspected and accredited The University of the West of Scotland in January 2020. 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+).

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

## Introduction

University of the West of Scotland (UWS) is a large, multi-campus university with its origins dating back to 1897. It has four campuses across the west and southwest of Scotland and one campus in central London. The University is home to more than 17,000 students in four academic schools. The English Language Unit (ELU) is in the Division of Education in the School of Education and Social Sciences on the Paisley campus. It also manages English language provision on three of the other campuses, including the London campus. At the time of inspection, English language classes were only taking place at the Paisley campus. The university is not currently seeking accreditation for the Dumfries and London campuses.

Two inspectors carried out the inspection over two days. All teachers timetabled during the inspection were observed and one teacher was inspected twice to ensure all courses were seen. Inspectors held two focus group meetings; one with teachers and another with students. Meetings were held with the dean of school, the head of languages, the director of studies, the course leader ELUS, the accounts receivable team leader, the head of student services, the head of recruitment, admissions and participation, one of the human resources business partners, one of the school co-ordinators, the general manager of campus services, the operations manager (residential), the residence manager, a sports co-ordinator, the international student advice team leader, a librarian, the head of campus services, the fire services officer and the health and safety officer. One inspector visited three of the student residences.

## Address of main site/head office

University of the West of Scotland, Paisley Campus E317, High Street, Paisley PA1 2BE

## Description of sites visited

The ELU is located on the Paisley campus of the university. The university has four other sites in Ayr, Lanarkshire, Dumfries and London but no English language delivery was taking place at any of these sites, so they were not visited. The university is not currently seeking accreditation for the Dumfries and London campuses. All the meetings and teaching observations took place on the Paisley campus which is on the High Street of Paisley. The campus is a mix of new and older buildings, and all teaching rooms, students' services and sports and relaxation facilities are within easy reach, as is the students' union, cafes and the main university library.

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

## Comments

The ELU offers a BA English as a Second Language (ESL) degree with entry into the second or third year of study for students from overseas institutions. Students studying other programmes across the university can also join modules of this programme to improve their English language. The ELU also offers three full-time English language courses to prepare students for entry onto undergraduate or postgraduate studies; Pre-Sessional English courses (PSE) for five or ten weeks starting in September, or for five, eight or ten weeks starting in June; a year-long English Language for University Studies course (ELUS) and a Pre-Sessional course specifically for PhD students. It also offers short courses for bespoke groups of students and teachers and, at the time of inspection, was running a short course in academic and business English for a group of students from a college in China. In addition, the ELU delivers a MEd Teaching English to Speakers of Other Languages (TESOL) but this did not form part of the inspection.

## Management profile

The university has recently been through a change process so current structures are relatively new. The dean of social sciences and education has overall responsibility for the English language provision and reports directly to the deputy vice chancellor. There is also a deputy dean who line manages the head of the division of education. He, in turn, manages the head of languages who is responsible for the academic management of the ELU. Within the ELU there is a director of studies who line manages the pre-sessional and in-sessional courses. The head of languages currently leads the BA ESL but a new course leader has been appointed and will take this course over in the near future. There is also a course leader for the ELUS course. Although the director of studies and the course leaders manage the programmes of study, the head of languages manages all teaching staff, including associate lecturers. The school co-ordinators responsible for administration within the ELU are managed by the school operational managers. They report to the school business manager who reports to the dean.

## Accommodation profile

The university offers residential accommodation in three residences.

Access to two of the three residences is from the university campus, and the other is less than a one-minute walk. The two residences on campus are traditional tenement buildings offering one- and two-bedroom flats. The other is a modern building offering single, ensuite rooms and communal facilities such as a laundry, kitchens, and a common room. One inspector visited all three residences.

## Summary of inspection findings

### Management

The provision meets the section standard. Communication systems work well, and appropriate review processes are in place. There are sound HR systems to support the provision and staff have good opportunities for continuing professional development. Staff are courteous, carry out processes efficiently and provide appropriate advice and support services for students.

### Premises and resources

The provision meets the section standard. The university campus provides a good environment for its students with some high quality facilities for relaxation and the consumption of food. Signage needs improvement. Students have a wide range of resources at their disposal to support their learning.

### Teaching and learning

The provision meets the section standard. Staff are experienced and very well supported by the academic management team. Courses are well designed to meet the academic needs of the students and materials are appropriate and of good quality. Learners have appropriate levels of support and guidance and have good opportunities to develop their language skills outside of the formal classroom setting. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The university meets the needs of the students for security, pastoral care, information and leisure activities, although some risks associated with the emergency plan and the leisure programme have not been adequately assessed or mitigated. Students benefit from suitable accommodation.

### 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.	Met
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.	Met
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.	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

M4 There are good formal and informal channels of communication. The ELU is represented at all levels of the organisation and is seen as a key player in the development and delivery of international aspects of the corporate plan. Teachers at the focus group meeting reported that they were well informed and that communication was effective.

M5 Feedback is collected at the end of courses and modules, and is analysed and actioned. Initial and on-going feedback is taken through staff student liaison committees. There is early written feedback about accommodation but not about course and welfare issues.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
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.	Met
M11 There are effective induction procedures for all staff.	Met
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

M10 Records were complete for all staff in the ELU but the contract instruction form for the recruitment of associate lecturers does not make it a requirement for managers to check certificates.

M13 Teachers are well supported to improve their qualifications and professional services staff have received specific training on working with international students.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	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**

M19 There is a robust system in place to monitor attendance that involves both electronic sign-in by students and paper-based registers completed by teachers. There is a clear process of warning emails in the case of unauthorised absence. In addition, registers are checked by the school co-ordinators to closely monitor any students with attendance issues.

**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.

Not 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.

N/a

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.

N/a

**Comments**

The main medium of publicity is the university website. There are also paper-based course leaflets.

M23 On the whole, information is provided in clear and accessible English but there are some examples of over-complex language for students with a low level of English, in particular with reference to accommodation and contracts.

M24 Publicity does not provide sufficiently clear information about the structure of the courses offered, nor the maximum class size.

M27 Publicity provides accurate descriptions of accommodation but there is no direct link to the accommodation page from the international page.

**Premises and resources****Premises and facilities**

Met

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.

Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.

Met

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.

Not met

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.

Met

**Comments**

P1 Premises are very clean and, on the whole, in a good state of repair although some toilets could do with refurbishment. There is an ongoing programme being undertaken to do this.

P5 Signage is poor and it is difficult to navigate the university buildings despite the campus maps and a new wayfinding phone application. Buildings have letters and names which do not correspond and this is confusing.

**Learning resources**

Met

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.

Met

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Met

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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

**Comments**

All criteria in this area are fully met.

**Teaching and learning**

<b>Academic staff profile</b>	Met
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.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

**Comments**

T2 One teacher is not TEFLQ. A rationale was provided but not accepted. The teacher was TEFLI but had limited EAP experience.

T4 Members of the academic leadership team are highly qualified and experienced.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

**Comments**

T9 There was a very good range of provision to support and advise teachers. Staff reported that they were very well supported by the course leaders and by the director of studies.

<b>Course design and implementation</b>	Met
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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
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.	Strength
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.	Met

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
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### Comments

T11 Course design is coherent and clearly articulated to teachers. There is a clear syllabus for each course, which is designed to reflect the future needs of the students in terms of the skills and subject knowledge they will need. T14 Modules and courses provide good opportunities for students to engage in individual or group projects that involve interaction with the local community. These are well integrated into the language curriculum.

<b>Learner management</b>	Met
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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

### Comments

All criteria in this area are fully met.

### Classroom observation record

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	4

### Comments

All programmes or courses running at the time of inspection were seen.

<b>Teaching: classroom observation</b>	Met
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	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.	Met

### Comments

T23 Accurate models of language were provided, and examples and explanations were clear and appropriate to the students' level. Helpful information such as parts of speech and stress marks were not indicated when new vocabulary was written on the whiteboard. T24 Some detailed class profiles were provided, and the best plans referenced them. Overall, there was a good awareness of student needs and cultural backgrounds and course objectives were relevant. Anticipated problems and timings were realistic.

T25 Most segments demonstrated clear links between activities and aims and some made use of warmers to lead into activities and stimulate interest in the topic. Good supplementary materials were provided in some segments.

T26 There was evidence of a range of teaching techniques being used such as elicitation, concept checking, nomination and prompting.

T27 Coursebooks were used to good effect. Seating arrangements were appropriate in most segments. Teachers used technology confidently but the whiteboard less effectively.

T28 On the whole, students received useful and timely feedback, although some opportunities were missed. More use was made of teacher correction than of peer or self-correction. There was evidence of marking codes used in written work.

T29 Some teachers used short tasks to build confidence and to provide opportunities for feedback. Inspectors saw some referencing to previous lessons. In some segments, individual students dominated, and this meant that it was less evident that learning had taken place for some students.

T30 Teachers mostly engaged the students throughout. Instructions were clear and teachers projected well, activities were varied, and tasks were relevant and encouraged positive student engagement. In the better segments, pairing showed sensitivity to students' competence and confidence.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from good to satisfactory, with the same range of performance against each criteria. Teachers showed a good knowledge of their subject and were competent in planning appropriate lessons. Delivery was effective and review techniques were evident. Students were engaged and teachers created a positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
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.	Not 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.	Met

### Comments

W2 Although an emergency plan is in place, it lacks some crucial guidance, does not cover off-site activities, and it is not known by all staff.

W5 Students who are in private accommodation do not receive a 24-hour emergency contact number.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

#### Comments

All applicable criteria in this area are fully met.

#### Accommodation: homestay only

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

The university does not offer homestay accommodation.

#### Accommodation: other

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

#### Comments

All applicable criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students have good access to events and activities run by three different groups, the international student advice team, the student union and the residential team. Activities also allow opportunities for interaction with students on other courses.

W26 Current systems are insufficient. Risk assessments are not robust enough and the emergency plan is not shared with staff responsible for the activity 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	January 2020
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	UWS Dumfries and London campuses
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	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	N/a
Details of any additional sites not in use at the time of the inspection	<p>UWS Lanarkshire Campus &amp; UWS Ayr Campus. Both sites occasionally used for English language provision, depending on demand. Usually maximum 1 group studying 3 hours (1 lesson) per week on each campus.</p> <p>UWS Dumfries. No English language classes are currently delivered at this campus.</p> <p>UWS London Campus. Year-round provision (typically 1 group at a time studying pre-sessional English) - currently under review while new premises and partner provider are sought.</p>

### Student profile

Student profile	At inspection	In peak week: August (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	52	61
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	47	111 (Nov)
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	<b>99</b>	<b>111 (Nov)</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	18+	18+
Adult programmes: typical age range	20–25	19–25
Adult programmes: typical length of stay	28–44 weeks	10–44 weeks
Adult programmes: predominant nationalities	Chinese	Chinese
<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	9
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	Many university staff	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
Head of Languages: Senior Lecturer & line manager for all English Language staff, 3–9 teaching hours per week. Director of Studies: Lecturer English Language Unit, 3–9 teaching hours per week. Course Leader ELUS: Lecturer 3–9 teaching hours per week.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	90	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	N/a
Staying in privately rented rooms/flats	7	N/a

Overall totals adults/under 18s	99	N/a
Overall total adults + under 18s	99	