

Organisation name	University of Wolverhampton, International Academy
Inspection date	25–27 July 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s was not met. The period of review to be ended by a spot check focusing on Care of under 18s.

The minimum age was subsequently changed to 18, so the section standard for Care of under 18s is no longer applicable. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2021.

Summary statement

The British Council inspected and accredited University of Wolverhampton in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This English language teaching department of this university offers courses in general, academic and professional English for adults (18+).

Strengths were noted in the areas of premises and facilities, learning resources, course design and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	October 2013
Subsequent spot check (if applicable)	N/a
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Address of main site	International Academy, University of Wolverhampton, Priorslee Hall, Shifnal Road, Telford TF2 9NT
Details of any additional sites in use at the time of the inspection	<p>Main Building SA, University of Wolverhampton, Telford Campus, Shifnal Road, Telford TF2 9NT</p> <p>Additional classrooms in Main Building are used by International Academy (IA) when needed. Four classrooms were being used for summer short courses at the time of the inspection.</p>
Details of any additional sites not in use at the time of the inspection	<p>Wolverhampton Campus MH Building, North Campus, University of Wolverhampton WV1 1DL</p> <p>Classrooms on the Wolverhampton Campus are used when needed. Three classrooms were used in the last academic year for English language support classes.</p>
Profile of sites visited	<p>Within the University of Wolverhampton, responsibility for English language teaching lies with the International Academy, which is located on the Telford campus. About two miles from Telford town centre, the modern, open-access campus is set in parkland, the former grounds of Priorslee Hall, an 18th century Grade II listed mansion. The IA has exclusive use of Priorslee Hall, which has been adapted and renovated to provide classrooms, social spaces and offices, which bring most of the university's ELT provision under one roof. When required, the IA also uses classrooms in the Main Building, a two-minute walk from Priorslee Hall. In addition to the library and self-access centre, campus facilities include playing fields and outdoor gymnastics areas, a café and a refectory, a prayer room and seating and relaxation areas, both indoors and outdoors, for staff and students. A number of accommodation blocks are situated within the campus area. A convenience store is a two-minute walk from the campus and during term time a free inter-campus shuttle bus operates between Wolverhampton City Campus, Telford railway station and Telford town centre.</p>

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	131	131
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	0	0
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	131	131
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	17	17
Adult programmes: actual minimum age	18	18
Adult programmes: typical age range	18–40	18–25
Adult programmes: typical length of stay	from 4 weeks to 1 year	Variable up to 4 weeks
Adult programmes: predominant nationalities	Chinese, South Korean, Italian	Chinese, South Korean, Italian
Number on PBS Tier 4 General student visas	13	13
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	111	111

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	8	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	10	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	6

Comments

Four of the academic managers were teaching between three and 15 hours during the week of inspection. Two of the academic managers were not teaching in the week of the inspection. The TEFLI member of the academic management team is currently studying for a qualification that will lead to TEFLQ status.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	8
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

17 year-olds are enrolled on all programmes. The majority of students (131 in 2017) attend the summer school English short courses. A smaller number (40–60) take pre-sessional courses, international foundation year and pre-masters courses. In-sessional English classes are offered during the academic year.

The minimum age was subsequently changed to 18.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	131	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	131	0
Overall total adults + under 18s	131	

Introduction

The International Academy (IA) is part of the faculty of social sciences. It was previously known as the centre for language and communication training (CLACT) and based on the Wolverhampton city campus. The IA was created in 2014 and ELT provision was relocated to Priorslee Hall on the Telford campus in order to bring international activity specifically related to ELT and modern languages under one roof, thereby creating a sense of identity and providing a central focus for ELT students and international visitors. The acting principal of the IA took up her post in autumn 2016 in a caretaking capacity after the principal left. She is supported by a principal lecturer who spends 50 per cent of his time with the IA and other 50 per cent of his time managing Employability Enhancement projects for the Faculty. All of the academic managers and some of the teachers were in post at the time of the last inspection.

The IA runs year-round pre-session courses of different lengths and entry points for students who have conditional offers from the university. The International Foundation Year (IFY) has two entry points, September and January, and runs year-round. The IFY prepares students both in English and their chosen subject(s) to the levels required to meet entry level qualifications for degree study. On completion of the IFY, students can proceed directly to their degree course. The pre-Masters course is structured in a similar way to the IFY. Summer school short courses run for two to four weeks and offer general and recreational English, mostly to students from partner institutions who might later choose to study for a degree at the university. The Wolverhampton Experience Summer School is an English language and culture programme offered to transnational education partners who are studying for University of Wolverhampton degrees in their home countries. The IA also runs BA International Business Communication, a top-up third year combining English for Business modules with Business studies, English language and academic skills support classes for international students on mainstream courses, teacher development courses, IELTS preparation and study year abroad in the UK.

At the time of the inspection, the second semester of the International Foundation Year (IFY), summer short courses, the Wolverhampton Experience and language support classes were running. A group of Italian teachers joined the summer short course classes in the mornings and followed their own programme of exam preparation classes, projects and excursions in the afternoons.

Two inspectors carried out the inspection. It took place over three days and included meetings with the deputy vice-chancellor (academic), the dean of faculty, acting principal of the IA, five course leaders with responsibility for specific areas of academic management, the head of quality and collaboration, the faculty marketing manager, the marketing administrator for the IA, an admissions officer, the risk and safety compliance manager, the asset manager, the Telford campus operations manager, a member of the learning centre staff and a representative of the accommodation services. Focus group meetings were held with students and teachers. Ten observations were carried out. One inspector visited the different categories of room offered to students in the on-campus halls of residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and works well. All teachers and the IA administrative staff are line managed by the acting principal of the IA. Her manager is the dean of the faculty of social sciences, who reports to the deputy vice-chancellor (academic). Continuity is maintained through the acting principal, a principal lecturer who is able to deputise for the acting principal and a core group of teaching staff who have worked at the university for many years. Staff photographs, with job titles and areas of responsibility, are displayed in the main reception area, making the structure clear to students.

M3 Job descriptions for all IA staff are clear and duties are specified. Cover arrangements are thorough.

M4 Formal minuted IA staff meetings are held twice monthly. All staff are expected to attend. The close geographical proximity of all staff in the IA helps to ensure excellent informal communication within the centre. Equally effective communication channels are in place between IA staff and the wider institution through monthly faculty executive team meetings. Information and actions from these meetings are communicated to IA staff through their internal meetings.

M5 The university human resource policies and procedures are sound, clear and detailed. A staff disciplinary policy and procedure is in place and there are clear guidelines for managers on managing poor performance. However, there is no explicit policy on capability.

M6 Most of the staff records sampled were complete but in some cases evidence of qualifications was missing. This evidence was supplied during the inspection and this is now satisfactory.

M7 All staff, including visiting lecturers, undergo induction at university level where they are introduced to systems, procedures and the online training that is available to them. All induction activities are recorded on a detailed checklist. Induction at a local level also takes place and staff confirmed that induction at both levels is thorough, supportive and ongoing.

M8 A clear, well-documented and supportive appraisal system is in place for permanent staff, including the identification of staff development needs.

M9 The continuing professional development programme (CPD) programme for the university is formalised, with all staff undergoing training, both online and face to face, in areas such as safeguarding and the new virtual learning environment (VLE). A wide range of more generic training is also available for both administrative and academic staff. Financial support is available for CPD activities, such as attending conferences and upgrading qualifications. This policy of supporting requests for CPD extends to visiting lecturers.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The IA is very well resourced in terms of administrative staff to handle the volume of work. They cover for each other and they provide a professional and friendly service to students and their representatives. In the wider

university, systems are robust. There are very good IT packages to support the administration of students, with training available for staff.

M11 A great deal of helpful information and advice on course choices is available to students. Students benefit both from the support provided by the university's student centres and the expertise of IA staff. Advice is also offered on further progression routes.

M14 There is an attendance policy (stated in the induction booklet) and a system for following up absences. However, students in the focus group seem not to have understood the policy, wrongly believing that they could absent themselves from classes to go travelling.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The university quality processes ensure systematic review of credit-bearing courses. Ample evidence was seen, through minutes of meetings, course reports and student satisfaction summaries, of continuous review of systems, processes and practices regarding, for example, course content, frequency and type of assessment, methods of delivery of programmes, learning materials, and timing of sessions. Review of non credit-bearing courses is less systematic and formal.

M18 Feedback is collected at various points from students following credit-bearing modules and action taken, including changes to modules, was seen. Evidence of initial feedback was seen for some, but not all courses.

M19 There are opportunities for staff to offer feedback during meetings, appraisal and informally at any time. Teachers in the focus group felt that management was supportive and approachable and that there was a positive response to feedback. However, staff feedback is not collected in any formal, systematic way within the IA.

M20 The procedure for complaints is on the website under Conduct and Appeals but it is not easy to find, nor is it written in language that is immediately accessible to speakers of other languages.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of the university website and a number of well-produced print brochures relating to specific courses. Some of the brochures are available in translation.

M21 Generally the publicity is written in clear and accessible English. The translated materials checked were all accurate.

M22 There are clear and realistic descriptions about the university and the services provided. However, claims about student satisfaction rates are not evidenced with recent surveys, and claims about the world-class reputation of the university are not substantiated.

M23 A very clear and helpful diagram in the attractively produced main IA brochure outlines levels, courses and what students should apply for.

M24 Maximum class size is clearly stated. Specific information about the times of classes, the number of taught hours and non-teaching days is not always easy to find.

M27 Some information is given about the IA leisure programme but the number of activities offered as part of the summer school short courses is not clearly stated.

M28 Although the publicity states that all staff are qualified teachers this was not true of all teachers at the time of the inspection. Not all teachers had English language teaching qualifications that meet Scheme requirements.

Management summary

The provision meets the section standard. Staff management within the IA and the wider university is efficient and communication is good. Student administration is handled well, quality assurance is thorough, and publicity is clear and accurate for the most part.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The IA and the campus offer a spacious and comfortable environment for students and staff. Priorslee Hall is a very attractive building which gives a clear identity to EFL provision and provides a sense of community for EFL students and staff. There are several communal relaxation areas within the building for staff and students as well as gardens for outdoor social events.

R2 Premises and grounds are exceptionally well maintained.

R4 There is a small kitchen area in the IA for students, equipped with vending machines for drinks and a hot water dispenser. Students are provided with a table tennis area and equipment and a piano in one of the common rooms. There is a café and a refectory on the campus providing good food with healthy options at reasonable prices.

R5 The campus has clear and consistent signage making it very easy for visitors to find their way around and signage within the IA is good. Display areas are well maintained and informative. Exit signs are clear and fire evacuation procedures are prominent. There are helpful maps on boards at key locations, and teaching buildings have video displays in the lobby showing what is timetabled in each room, and any alerts or reminders for students.

R6 Staff are accommodated in spacious shared offices with good-sized desks and individual lockers providing ample storage space. Academic managers have their own computers and visiting lecturers have the use of six computers. There is a staff kitchen and relaxation area.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Learning materials take the form of handbooks created by staff specifically for that course and issued as bound copies to students. These are supplemented by online resources and teachers' own materials as well as the resources available in the staff room and the learning centre. Students in the focus group commented very

positively on the materials used in classes.

R8 There is a very good range of materials and resources for teachers and evidence of the sharing of materials and good practice amongst them. Facilities for printing and photocopying are good with all computers for teachers being linked to the printers/scanners. However, in the bound booklets of materials given to students, not all photocopied material was fully acknowledged.

R9 All classrooms are equipped with interactive whiteboards or data projection facilities. Training in the use of educational technology is available through the university's professional development service. Teachers in the focus group spoke very highly of the prompt help/support provided by the university technology service when required.

R10 The learning centre provides an excellent area for study and self-access work and is well used by IA students. It has a range of resources, both paper and digital, including a well-organised collection of graded readers with CDs. There are a number of bookable rooms of different sizes for group work or individual study. Students in the focus group commented very favourably on the learning centre and the fact that it is open 24/7.

R11 Guidance is given at the start of each course on how to use the learning centre and students can book an individual induction. Teachers regularly teach classes in the learning centre so that students become more familiar with it and the resources and support offered.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are spacious, well maintained and offer a very pleasant environment for students and staff. The learning resources and environment support and enhance the studies of students enrolled and provide an appropriate professional environment for staff. Staff and students are provided with a good range of teaching and learning resources. The learning centre provides an ample number of self-access facilities and places for quiet study, as well as a good supply of paper-based and electronic resources. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher did not have a Level six qualification. The rationale provided was accepted in the context of this inspection as there was ample evidence of post-school engagement with education and he is currently studying for a diploma-level qualification.

T2 One teacher did not have an ELT qualification which meets the requirements of the Scheme.

T3 The rationale provided was accepted in the context of this inspection. The teacher has many years' teaching experience in the UK and abroad, is QTS and had followed an initial EFL training course, even though the course did not fully meet Scheme requirements. There is good support from the academic managers.

T4 Six academic managers were present at the time of the inspection, all of them very experienced in their areas. Five were TEFLQ and one was TEFLI.

T5 A rationale was submitted for the TEFLI member of the academic management team, which was accepted within the context of this inspection. He has several years of teaching experience and is currently studying for a diploma-level qualification. He does not carry out any teaching observations and is not responsible for course design. He is well supported in his role by TEFLQ colleagues.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 There are good systems in place to cover for any absent teachers. There are well-qualified staff on site who can cover, and a bank of teachers who have previously taught at the university who can also be called on to cover. Classes are never cancelled or merged.

T10 The university has a system of mentoring for newly appointed staff, which has worked well according to the most recently appointed teachers. The academic managers are available at all times to provide guidance and support. All members of the team are invited to take part in and lead the 'thinking lunches', the in-house CPD sessions, which take place once a month. A list of sessions delivered was provided. Peer observation is encouraged.

T11 Although a system of peer observation is in place and the IA encourages participation, including paying visiting lecturers to take part, there was no evidence of a more structured and formalised observation policy with clear action points for development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Programme-specific teacher guides for the credit-bearing courses provide detailed information on course components, a detailed scheme of work and suggested teaching strategies. The syllabus for the summer courses is topic based, with topics well chosen to suit the age and interests of the students. There is a clear focus on developing spoken confidence and fluency.

T13 All courses are reviewed on the basis of staff and student feedback, but credit-bearing courses and modules are reviewed more formally, through university quality assurance mechanisms, which include the report of an external examiner. Evidence was seen of changes made to modules in response to staff and student feedback.

T14 Written course outlines and intended learning outcomes are available to students as weekly plans and, for the credit-bearing programmes, also on the VLE.

T15 Providing opportunities for students to develop independent learning strategies is integral to credit-bearing modules. All teaching materials and additional supplementary materials are available on the VLE; students are frequently referred to the VLE and are directed from there to a number of useful websites for further study and practice. Weekly plans include tasks to develop independent learning. The project work in the summer school is intended to help the students to develop learning and research strategies.

T16 Courses incorporate a range of appropriate strategies to enable students to develop their language skills outside the classroom. IFY students are encouraged to undertake projects which actively encourage them to engage with the outside world and local environment. The summer school short courses use task-based learning and projects to link classroom-based learning with out-of-class activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 There are a number of procedures in place for the correct placement of students on full-time courses. The IA has developed its own exam for placing pre-sessional and IFY students and IELTS score on entry is also taken into account. Placement for summer school students comprises a grammar test and a piece of writing. Some marked differences in the level of students were noticeable in some summer school classes.

T18 Students' progress is closely monitored through a variety of formative and summative assessments and tutorials and detailed records are kept. Learning support is available both from IA teachers and within the wider university for longer-stay students.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All

Comments

All but one of the teachers teaching full classes in the week of the inspection were observed; this teacher was only teaching the day after the inspection ended. A language support teacher, who was providing a drop-in language support class, was not observed due to time constraints.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 All teachers demonstrated sound knowledge of English, provided good models of spoken and written language and gave detailed explanations where necessary. New vocabulary was mostly well explained and phonemic script was used very effectively in a small number of segments observed to support the teaching of pronunciation and stress patterns.

T24 Class profiles showed a good understanding of the learning needs of students. It was clear that teachers knew their students well and took their cultural backgrounds into account. In the short courses observed, there was a strong focus on communication tasks and developing students' confidence in speaking English. In some lesson plans additional activities featured for students who finished early and strategies were identified to support weaker students, but these were not seen in action in any of the teaching observed. In two of the classes observed teachers had over-estimated the capability of students in terms of linguistic ability.

T25 Clear lesson aims and outcomes were seen in all lesson plans and, in some classes, were written up on the whiteboard. Some teachers checked them in the course of the lesson. Lessons were well staged and included a variety of activities, which were linked effectively. Teachers made good use of supplementary materials and made useful reference to work done in previous lessons.

T26 A good range of teaching techniques was seen. Teachers made effective use of nomination and elicited target language from students; good prompting was seen and concept-checking questions were used to check meaning efficiently. Time limits were set for many activities and, overall, lessons were well paced with a great deal of variety.

T27 Teachers used a wide range of resources effectively. There was good use of realia to convey meaning and of the interactive whiteboard to quickly produce images to clarify lexis. In stronger classes board work was clear and well organised. Some classes were rather static and tables were laid out in rows so that students had their backs to each other; this clearly affected the class dynamic where the intention was for classes to be communicative and interactive. In the bound booklets of materials given to students, not all photocopied material was fully acknowledged.

T28 Some teachers monitored language well and gave encouraging and constructive feedback. Correction was generally handled well with the use of peer correction, echo, gesture and delayed correction observed. One or two teachers were very alert to pronunciation errors and were quick to provide pronunciation practice. There was

evidence of close monitoring of pairwork and interacting with the students.

T29 Most teachers used concept checking questions and elicitation to check whether learning was taking place. In stronger classes students were asked to reflect on the activity just completed, which was sometimes related to a productive task closely related to the learning outcomes.

T30 In all classes observed students were generally engaged; there was a good rapport and a positive learning atmosphere. Students worked well together and were clearly focused on the tasks assigned. Teachers were encouraging, and teacher language in general was well tuned to students' level.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good or better. Teachers showed sound knowledge of linguistic systems and adapted their language appropriately to the level of their students. Learning outcomes were shared with students and achieved through a clear sequence of activities. Teaching techniques were varied and appropriate. Students were engaged and the learning atmosphere was generally purposeful.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. Teachers are appropriately qualified and receive good support, from a well-qualified and experienced academic management team. However, more effective systems are needed to ensure that all teachers are observed and receive feedback on a regular basis. Course design is regularly reviewed and students' learning is well managed. The teaching observed meets the learning needs of the students and the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There is good provision for safety and security on the Telford campus. All significant risks are addressed in fire risk assessments and there are regular drills and checks. CCTV coverage is extensive and the 24-hour security includes a foot patrol between 20.00 and 06.30. All residential blocks and individual rooms are accessed by a key card.

W2 Year-round students are assigned a personal tutor, who is usually their academic course leader. The course director deals with any welfare issues for students on summer courses, but other staff are available to help if the need arises. Student handbooks for pre-sessionals and the IFY also give information on the support available at university level. A multi-faith space is available.

W3 Handbooks for year-round students advise students to speak to their personal tutor if they have a personal problem. Currently, there is no single named person within IA with specific responsibility for students' personal problems. The inspectors were told that from September 2017 this will be the academic support administrator.

W4 There is a university policy on student conduct and disciplinary procedures, a document containing helpful advice for staff on dealing with disruptive behaviour, and a student charter which sets out expectations of student behaviour. However, none of these documents has been written with the needs of international students, who may have limited language proficiency, in mind. The IA is addressing its responsibilities under the Prevent strategy in respect of staff, but Prevent awareness raising has not yet been extended to students.

W6 A free pick-up and departure service from the local airport, Birmingham International airport (BIA), is available to students arriving on specific days at the beginning of semesters and to groups of at least four students on short courses. Parents of under 18s are strongly recommended to make use of a private transfer service. The university website gives information on public transport options and costs from BIA, and links to websites for other UK airports and rail and coach travel.

W7 During the academic year, practical information and advice is made available to international students as part of a week-long orientation programme and year-round IA students receive further information during their course induction. Students on summer courses are given a summer school course guide, but this relates primarily to course content and assessment. The reception area of the IA contains copies of a booklet entitled 'Welcome to the International Academy', which contains information on a range of topics, including university facilities, the student union and places of interest in the local area, bus timetables, and a list of places of worship, but individual copies are not given to all students.

W8 The welcome booklet (see W7) provides some information about students' rights under the NHS but this is not very clear. However, clearer information is available on the university website.

Accommodation profile

Comments on the accommodation seen by the inspectors

During the summer, all students are placed in single ensuite rooms in on-site self-catering halls of residence. Each flat of four to seven rooms has access to a kitchen. The halls, which all date from the same period (mid-1990s), are grouped together and are located close to the main reception and dining facilities, and within five minutes' walk of the teaching premises at Priorslee Hall. Laundry facilities are available. No use is made of homestay either in summer or during the academic year.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W14 Students are told that if they have any problems with their accommodation they can contact the main reception for the accommodation blocks or speak to someone on reception at Priorslee Hall at specified times.

W15 Meals are available in the dining hall in the SA building and a café in the same building offers a selection of hot and cold food. Prices are reasonable. There is also a small supermarket on the campus. Most international students staying on campus cater for themselves, and the welcome pack for students on summer courses includes a few basic food items.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
None.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
W24 All students applying for academic-year courses are offered campus accommodation subject to availability. However, many choose to live in private rented accommodation, and the university maintains a list of approved landlords. Information about the implications of living in private accommodation is not provided as a matter of course, but advice is available.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 During the academic year, information on leisure opportunities is disseminated through various means, including the September and January orientation programmes for new students, the student union fresher and refresher programmes, and faculty and IA welcome events. The welcome booklet referred to in W7 contains information on places of interest in Telford and the surrounding area. IA students can also get help and advice on independent travel.					
W27 A very good range of weekly trips is organised by the university during the academic year, and a range of other activities is available through student union clubs and societies. The summer school course includes weekly trips and social activities, and there are good facilities for indoor activities in the event of bad weather.					
W28 Risk assessments were seen for a number of off-site activities included in the summer course programme. These did not include guidelines on how to act in the event of an emergency, and accompanying adults were not asked to take the risk assessment with them or sign to acknowledge that they had read and understood it.					

Welfare and student services summary

The provision meets the section standard. The needs of students for security on the campus and for pastoral care, information and leisure activities are met; the accommodation provided on campus is suitable, and the management of the accommodation systems works to the benefit of students. Risk assessment procedures for excursions organised by the IA need to be more rigorous.