

Organisation name	University of Brighton Language Institute
Inspection date	22–23 October 2019

<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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and W11 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited University of Brighton Language Institute in October 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>The English language teaching department of this university offers courses in general and academic English for adults (18+) and for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The University of Brighton is an institution of more than 21,000 students and 2,750 staff located on four campuses in Brighton and Eastbourne. Approximately 3,000 students come from outside the UK. The Language Institute (UBLI) is currently within the School of Humanities, but is soon to become an independent unit.

UBLI offers a year-round English for academic study course (EAS) for ten, 20 or 30 weeks and the preliminary English language module of an extended master's programme (EMA) for eight or 12 weeks. In addition, it provides a summer pre-sessional EAS course of four, eight and 12 weeks and in-sessional English language support (i-ASK) for students across the university. Bespoke courses of varying lengths in English for specific purposes (ESP) and English language teacher development courses are also offered.

The inspection lasted two days. The inspectors had meetings with the pro-vice chancellor (academic operations), the head of the School of Humanities, the four academic managers, two senior administrators, the Falmer site manager, the deputy safety advisor, the accommodation officer, two learner support officers, a student support and guidance tutor and a learner support administrator. One focus group meeting was held with students and one with teachers. All teachers timetabled during the inspection were observed. An inspector visited one university residence and three homestays.

## Address of main site/head office

Checkland Building, University of Brighton, Falmer, Brighton BN1 9PH

## Description of sites visited

UBLI is accommodated on the Falmer campus of the University, in the Checkland building and the adjoining Dallington House. Falmer campus is six miles north of Brighton and easily reached by bus or train. UBLI has use of classrooms, computer rooms, two staffrooms, a teachers' resources room, a staff kitchen and student kitchen, two prayer rooms and smaller breakout/tutorial rooms. The administration staff share a large open-plan office with other members of staff in the School of Humanities. There is a dedicated open learning centre (OLC) in the Checkland building with resources and facilities designed for use by the English language students. Students also have full use of the services and facilities available on the campus: student support services, computer suites and libraries, coffee shops and a cafeteria. There is a sports centre with badminton courts, a fitness suite, five outdoor football pitches, a rugby pitch, a floodlit synthetic turf pitch and eight netball/tennis courts. As members of the university, students also have access to facilities on the other four University of Brighton campuses: two in Brighton, one in Eastbourne and one in Hastings.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

At the time of the inspection one EAS class was running and two bespoke groups from China and the Ivory Coast. The group from China comprised 34 Chinese primary and secondary teachers of English studying the second month of a three-month programme of English and teacher development. The 28 students from the Ivory coast were in the second week of a seven-week programme of English for Business.

## Management profile

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UBLI is currently part of the School of Humanities. Four academic managers are responsible for all aspects of academic management of UBLI. They report to the head of school who in turn, reports to the faculty pro-vice chancellor.

As from 1 December 2019, UBLI will leave the School of Humanities to become a stand-alone unit within the university with its own head who will report to the pro-vice chancellor (academic operations).

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### Accommodation profile

The university accommodation service offers catered and self-catered homestays throughout the year. Homes are in the vicinity of the university and surrounding areas, accessible by public transport. Journey times to the university are between 10 and 50 minutes. In the summer vacation, students are also offered places in university residences. In addition, the university provides advice and help to students seeking to rent rooms, flats or houses privately.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The university has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is satisfactory. *Strategic and quality management, Staff management and Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample interesting and appropriate resources available for staff and students. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities and Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a highly qualified and experienced academic management team. Course design is regularly reviewed and student autonomy is encouraged. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard. Students are well cared for and generally safe, despite gaps in planning for major incidents. Accommodation is mainly suitable but some aspects requiring attention were identified. Students benefit from a very wide and varied programme of appropriate cultural and sporting activities. *Leisure opportunities* is an area of strength.

#### Safeguarding under 18s

No students under the age of 18 are accepted.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

#### Comments

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

M3 The structure of the ELT operation is clear and works very well. Continuity is ensured at all times as senior staff can deputise for each other. Dedicated administrative and student support staff further enhance the quality and coherence of provision.

M4 Channels of communication are clear, appropriate and work well; meetings at various levels take place frequently with clear minutes and actions disseminated to all. Staff in the focus group felt involved in, and very much a part of UBLI.

M5 A good variety of ways of collecting feedback from students is used effectively by the university and UBLI, including individual tutorials, initial and end-of-course feedback. All feedback is reviewed and feeds into course reports to inform future planning.

M6 Feedback from staff is actively sought, both at university and UBLI level. The collegiate nature of the team means feedback at course level is frequent and encouraged.

M7 Review and continuous improvement are embedded in the work of UBLI; effective systems are in place to ensure that all aspects of provision are reviewed frequently and consistently.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 A comprehensive suite of human resources policies is widely disseminated.

M10 Recruitment procedures are thorough; all staff records sampled contained all the necessary checks and documentary evidence.

M11 Induction procedures for all staff are effective, both at university level and more locally in UBLI where informal buddying of any new staff members takes place.

M12 Appraisal and performance processes for permanent staff are robust and supportive. They link to classroom observation and to the development needs expressed by staff. Monitoring of sessional staff takes place through very thorough and helpful videoed classroom observation.

M13 Arrangements to ensure staff's professional development are excellent. They include university-wide training open to all staff, an impressive range of ELT-specific training and support for UBLI staff to carry out research and attend conferences.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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

M14 Dedicated administrative staff ensure a highly personalised service is offered. The staff working directly with international students can cover for each other, and very clear IT systems are in place which are easily accessible at all times.

M15 Comprehensive pre-course information is provided to potential students and their representatives by the dedicated administrative team.

M16 Enrolment procedures are clear and efficient. Cancellation and refund policies are straightforward and student-friendly; individual circumstances are always taken into account before a decision on refunds is taken.

M19 There is a clear attendance and punctuality policy in place which is made known to students at induction and understanding checked through a quiz. The policy is described clearly in the student handbook and is reinforced at intervals throughout the course.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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.	Not met

#### Comments

The main medium of publicity is the website and various social media platforms. Brochures are produced for the international market and can be downloaded from the website.

M29 An incorrect version of the Accreditation Scheme marque was used on all publicity.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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

P2 Classrooms are bright, free from extraneous noise and comfortably accommodate the numbers of students in classes. The furniture allows for a good variety of seating formations and classroom configurations.

P3 Facilities for recreation are plentiful and welcoming. There are many student lounges and comfortable seating areas throughout the campus. Wi-Fi is free and banks of computers and laptops are available for students to use.

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

<b>Learning resources</b>	<b>Area of strength</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

#### **Comments**

P7 UBLI has an impressive range and quantity of learning resources for students, both paper-based and available to support all courses on the virtual learning environment (VLE).

P8 Staff have access to an extensive range of well-organised resources. Teachers create and share interesting and relevant course-specific materials, accessible on the VLE.

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

P10 The OLC is impressive and clearly very well used by students. A large range of resources in different media is available to students, who can choose to work alone or in groups with students from different courses. The campus library is also very well-equipped and organised.

P11 Induction and guidance in the OLC are excellent. Two TEFL-qualified members of staff work creatively with students to enable them to make the best possible use of the resources available. The library also offers induction sessions and ongoing support to students.

P12 A member of the academic management team with overall responsibility for reviewing and updating resources works very closely with staff in the OLC and the library. Staff and students are consulted and requests for materials are always met.

### **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

#### **Comments**

T2 All staff are TEFLQ and most have additional higher-level qualifications.

T3 The teaching team has a wide range of experience relevant to the classes they are teaching. Almost all staff have masters' qualifications in appropriate subjects, as well as relevant teaching qualifications.

T4 The four academic managers are all TEFLQ and highly experienced. They are academically active in the ELT profession both nationally and internationally.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met

T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Strength

### Comments

T5 Teachers are allocated carefully to courses taking their skills and preferences into account. They are encouraged to teach across the provision to gain additional experience and be able to contribute fully to developing courses.

T8 Effective strategies are in place to ensure that students arriving at different stages of the EAS course integrate into classes smoothly. Each block of the EAS programme is free-standing, so work is never repeated; new students are given work previously covered. Students who have been there since the start of the course give presentations to help their newly-arrived peers settle in.

T9 An open-door, collegiate policy is fostered by the academic management team, ensuring a great deal of daily informal support takes place, Peer observation is encouraged, and takes place frequently. Teachers in the focus group spoke very highly of the supportive environment within UBLI.

T10 Observation and analysis of performance as part of CPD is embedded in the ethos of the institute. All staff are observed formally twice a year: staff video themselves then select a segment/ area of teaching to concentrate on in a discussion with the observer. Peer observation also takes place frequently and topics for CPD arise naturally out of both forms of observation.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

T11 Course design is clear and detailed, covering all relevant aspects of language and closely related to students' needs. Guidance for teachers is detailed.

T12 All courses are subject to constant review. Consideration of student and staff views, and a quick response to changing student profiles and needs, are central to the UBLI ethos of continuous improvement. Evidence was seen of changes made to modules in response to staff and student feedback.

T13 Students and teachers are given the course outline, intended learning outcomes, the assessment criteria and scheme of work in very clear and detailed handbooks. All course information is also available on the VLE.

T14 Students are timetabled to use the OLC to develop their English language skills in a number of innovative ways including conversation clubs and intercultural awareness discussions. Reading skills and independent learning are encouraged through student participation in challenges with certificates awarded for achievement. These activities form part of the language curriculum offered and are run by TEFL-qualified learner support officers.

T15 Independent learning underpins every aspect of course design and is constantly reinforced. Students undertake a number of activities independently outside classroom time. The courses actively foster student autonomy and prepare them well for their next steps.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met

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

#### Comments

T18 The monitoring and assessment of students' progress is rigorous and well recorded. Students are very clear at all times about how far they have progressed towards their goals.

T19 The provision of learning support is timely and effective. Teachers use tutorials skilfully to identify when individuals are falling behind, and routinely ensure those needing it receive additional support in and outside of the classroom.

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

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All courses running at the time of inspection were observed.

#### Comments

The four academic managers were teaching at the time of inspection and all were observed.

Teaching: classroom observation	Area of strength
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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers demonstrated sound knowledge and awareness of the linguistic systems of English. They gave clear explanations of grammatical structures with good relevant examples. Accurate modelling and good work on pronunciation was seen in most classes; contextualising new vocabulary and encouraging students to give examples was generally very effective.

T24 Class profiles, lesson content and course design showed teachers' knowledge of students, displaying a clear awareness of their cultural background and individual needs. In lesson plans activities and additional tasks had been built in and plans carefully staged to take different needs into account. The content of lessons was suitably stretching cognitively as well as linguistically.

T25 Aims and outcomes were made explicit to students at the start of the lesson. A real coherence in well-structured lessons was seen, with links back to previous lessons and learning.

T26 Teachers demonstrated a confident command of a good range of teaching techniques. This included routine use of elicitation, concept checking and prompting. An appropriate variety of interaction patterns and task types was observed.

T27 Classroom management was skilled and highly effective. Students were thoughtfully seated and grouped to facilitate learning. Interactive electronic displays were routinely used to good effect, At times, realia were used very effectively to motivate, contextualise and make language points memorable.

T28 Teachers routinely monitored group and pair work and most provided good feedback in the flow of the lesson. Effective planning for delayed error correction and feedback was seen.

T29 Students were given a range of activities to practise and show their fluency in newly acquired language. The best plans led to a natural evaluation of learning taking place and concept checking questions were often used very effectively.

T30 All classes evidenced very high levels of rapport, varied interactions and activities, and a real energy and engagement. Teachers clearly knew and valued their students, and teachers and students evidently enjoyed working together.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to outstanding with the majority being very good. Teachers showed very sound knowledge of linguistic systems and provided highly appropriate models. Teaching techniques were varied and very effective. The content of lessons was carefully chosen to meet the needs of students and to prepare them for future academic or employment contexts. Lessons were clearly staged and learning outcomes were shared with students. Students were engaged, teachers were energetic and professional and there was a positive atmosphere in all classes.

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

### Comments

W1 Thorough and effective arrangements overseen by a senior manager ensure students' safety and security. The assessment of fire and other risks is detailed and comprehensive. Trained fire marshals in each building are supplemented by specialists with equipment that enables priority contact with emergency services. Premises are subject to 24-hour security patrols.

W2 The university has a range of procedures to respond to major incidents. However, most have yet to be disseminated appropriately to staff and students or finalised within an overall written plan.

W3 Measures to promote the welfare of students are extensive. They include regular tutorials, a readily available UBLI support team member with specific pastoral responsibilities, and help from UBLI open learning centre staff. Students also have access to extensive school and university-wide welfare provision.

W6 Students benefit from highly effective transfer arrangements between Heathrow airport and the university, organised and staffed by a member of the UBLI support team. Waiting times at the airport are carefully tailored to group needs, and meeting arrangements closely co-ordinated through an internet messaging app.

W8 Students have good access to a university medical team including a doctor and nursing staff.

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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not 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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W9 Most accommodation is entirely suitable, but in one homestay communal areas were not kept free for students to use throughout their stay.

W11 Inspection of accommodation is regular and mainly thorough. However, arrangements to ensure all homestay hosts have fire risk assessments are incomplete.

W12 Students receive very detailed and helpful information when accommodation bookings are confirmed, but guidance on the cost and duration of travel to and from the university is not sufficiently specific.

### Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### Comments

All criteria in this area are fully met.

### 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.	Met

### Comments

W22 Although all properties receive an initial inspection and landlords agree to a stringent code of conduct, subsequent monitoring of private rental accommodation is not always systematic.

### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

### Comments

W23 Information on UBLI-specific and university-wide events and activities is disseminated very effectively. Students regularly receive help with booking tickets to other events, such as theatre performances, from UBLI support staff.

W24 The UBLI leisure programme is very well planned to meet the needs and preferences of its predominantly mature students. UBLI students also benefit from the good range of activities provided for international students across the university. Additionally, they have access to the extensive programme the students' union offers.

W27 Staff and volunteers with specialist training routinely supervise the wide range of sporting and fitness activities provided for students on the university campus.

### 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	1992
Last full inspection	2015
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	Internally validated pre-service and in-service ELT teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	University of Brighton International College
Other accreditation/inspection	QAA

### State sector

Type of institution	University
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	St Peters House Library, Grand Parade Campus, Queenwood Library, Eastbourne Campus and Aldrich Library, Moulsecoomb Campus used solely for i-ASK (international academic support kit) tutorials.

### Student profile

	At inspection	In peak week: October (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	66	66
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0

Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>66</b>	<b>66</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	20–46	20–46
Adult programmes: typical length of stay	7–30 weeks	7–30 weeks
Adult programmes: predominant nationalities	Chinese, Ivorian, Saudi	Chinese, Ivorian, Saudi

<b>Staff profile</b>	At inspection	In peak week October (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

#### Comments

The four academic managers were teaching 11.5, nine, six and four and a half hours respectively in the week of the inspection.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

#### 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	62	N/a
Private home	0	N/a
Home tuition	0	N/a

Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	4	N/a
Overall totals adults/under 18s	0	N/a
Overall total adults + under 18s		66