BRITISH COUNCIL

Inspection report

Organisation name	The University of Greenwich
Inspection date	27–28 November 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☒	☐	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited University of Greenwich in November 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).

The English language teaching department of this university offers courses in academic English for adults (18+).

Strengths were noted in the areas of student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	April 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	University of Greenwich International College (pathway college, in partnership with a private language school)

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Address of main site	University of Greenwich, Old Royal Naval College, Park Row, London SE10 9LS
Details of any additional sites in use at the time of the inspection	Medway Campus, Central Avenue, Chatham Maritime, Kent ME4 4TB. English Language support is taught in the Jellicoe Building Room 122. Avery Hill Campus, Southwood Site, Avery Hill Road, London SE9 2UG
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The university operates on the three campuses listed above. The main campus occupies a number of buildings on the Maritime Greenwich World Heritage site. The Avery Hill campus is also in south-east London, while the Medway campus is some distance away at Chatham Maritime in Kent. The English language provision is located within one of the Christopher Wren buildings on the main campus and in a temporary building close by. Classes are held in most of the main campus buildings and at the Medway campus. There is no English language teaching at the Avery Hill campus, but it does have a residence which houses academic year students and some of the pre-sessional students during the summer. The main campus has a number of cafeterias, student self-access and relaxation areas on site, and is very close to the centre of Greenwich, where there are numerous food outlets and shops.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	4	6
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	15	345
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	193	10
Part-time ELT aged 16–17 years	0	0

Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**208**	**355**
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	18–26	18–26
Adult programmes: typical length of stay	1–4 years	1–4 years
Adult programmes: predominant nationalities	Chinese, Qatari, Turkish, Thai, Indian, Saudi Arabian, Lebanese, Indonesian	Chinese, Qatari, Turkish, Thai, Indian, Saudi Arabian, Lebanese, Indonesian
Number on PBS Tier 4 General student visas	200	335
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	15
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	University – very large number	

Academic manager qualifications profile.

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	3

Comments
The head of department is not included in these figures. She is not TEFLQ and does not teach. Two of the academic managers were teaching between three and 15 hours during the week of inspection. One of the academic managers was not teaching in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	1
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)	0
Total	4

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☒	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The English language unit offers a full-time International Foundation Diploma, a number of credit-bearing English language support modules, a summer and an autumn pre-sessional course. A small number of 17 year-olds have been enrolled on the International Foundation Diploma in the past. The minimum enrolment age for the International Foundation Diploma and pre-sessional English programmes has just been changed to 18. There were no students under the age of 18 on eligible courses at the time of the inspection and none recruited for the January intake. From 2017 the unit has also offered the China One Term Project, where students from Chinese partner institutions come to the university to study nine weeks of English followed by four weeks of business or computing. Successful students may then return to the University of Greenwich for their final year of study.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	47	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	15	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	146	N/a
Overall totals adults/under 18s	0	N/a
Overall total adults + under 18s	208	

Introduction

The University of Greenwich has some 20,000 students enrolled, of whom about 19 per cent are international. Following a move to a faculty-based structure in 2014, English language provision is now in the Department of Literature, Language and Theatre, one of eight departments that make up the Faculty of Architecture, Computing and Humanities. English language provision has been combined with modern foreign languages (MFL) and research in the Centre for Applied Research and Outreach in Language Education (CAROLE).

The head of the Department of Literature, Language and Theatre, who is also head of CAROLE, is supported by three academic managers responsible for one or more of the programmes offered: English language support; pre-sessional courses; English for academic purposes; and International Foundation Diploma. English language support has an additional manager with a co-ordinating/administrative role. The core team in place at the time of the last inspection remains unchanged.

The inspection took place over two days at the Maritime Greenwich campus. The Medway campus, where one teacher was teaching at the time of the inspection, was not visited. The two inspectors had meetings with the pro vice-chancellor of the faculty, the faculty operating officer, the head of the department, the academic manager for English language, the programme leaders/joint co-ordinators of the programmes, the head of student wellbeing, the head of accommodation services, the manager of the student centre, the head of library services, the academic services librarian, the head of facilities and operations, the pre-sessional and English language support administrators, the international regional director, the faculty quality manager, the student information and advice officer and the students' union societies development co-ordinator. Focus group meetings were held with teachers and with students, and one inspector visited two halls of residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 Sampling identified the following issue: there was no copyright information by one of the photocopiers used by teachers. This was remedied during the inspection.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☒	☐	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments
M2 The management structure is clear. Academic staff report through course co-ordinators and the academic manager to the head of department. She, in turn, reports to the faculty pro vice-chancellor. Job descriptions are clear and good arrangements are in place to ensure continuity at all times.
M3 Job descriptions are full and detailed, with both a person specification and a description of the job with clear lists of duties. Not all job descriptions were dated.
M4 There are minuted meetings at department, programme and course level as well as regular meetings of the teams of each of the courses. A great deal of informal communication also takes place through emails and an open-door policy to encourage staff to drop in and talk to managers at any time. Effective channels of communication between the department and the wider institution are in place through regular faculty team meetings. Information

and actions from these meetings are communicated to department staff at their internal meetings.

M5 There is a comprehensive suite of HR policies covering every area which are made known to staff at induction.

M6 Most staff files were up to date with all the relevant documents, but references are not requested for hourly paid lecturing staff as it is not university policy to do so.

M7 There are full induction procedures for new staff, both academic and administrative, at central university and local levels. Staff joining the summer pre-sessional courses receive two hours of formal induction and a one-to-one meeting with the academic manager every week. Teachers in the focus group spoke highly of the induction they had received at the start of the summer pre-sessional courses.

M8 A very detailed appraisal system is in place for all permanent staff. There is currently no formal appraisal for hourly paid staff, but a system is in place for dealing with unsatisfactory performance, or any issues that emerge as a result of teaching observations. Support and guidance are given to members of staff who are not performing well.

M9 All teaching staff are given opportunities to attend staff development sessions organised by CAROLE and some of these sessions have an ELT focus. A great deal of informal CPD takes place through teachers sharing materials on the VLE (virtual learning environment) and through the weekly team meetings. Targeted training is provided as required for administrative staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 There are two subject administrators who work very closely with the academic manager and the course co-ordinators. They handle the volume of work very efficiently, even in the busy summer months, and can cover for each other in case of absence. Teachers spoke very highly of the strong and supportive working relationship between them and the administrative staff.

M13 Student information and emergency contact details are collected on enrolment and held centrally in the student centre. Administrative staff in the department can readily access these details in the university management information system. All records sampled were easily retrievable and all were up to date.

M14 A very clear presentation about attendance is given to students at induction. They are asked to sign a contract showing that they have read, understood and accepted the policy; a number of useful leaflets outlining the conditions of sponsorship for a Tier 4 visa are also available. Paper registers are kept for pre-sessional students and attendance and punctuality are monitored twice daily.

M15 The disciplinary procedure is explained to students through a presentation at induction and reinforced regularly in classes. Conditions and procedures are also on the student pages of the university website, but they are not easy to find and, despite some modifications, the language used is not transparent for some learners of English.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M16 An action plan had been developed after the previous inspection; all the points on it had been considered and all of them had been actioned.

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. Review of non credit-bearing courses is ongoing, taking place at the weekly staff meetings. Suggested actions are then discussed at departmental level.

M18 The university quality processes ask for annual feedback for credit-bearing courses. The department has initiated its own mid-term feedback, which is modelled on the annual feedback but captured on paper. Feedback is also collected at staff/student committee meetings and at programme meetings. Action taken is recorded.
M19 There are opportunities for staff to offer feedback at course and departmental meetings, appraisal and informally at any time. Feedback by email is encouraged, particularly for hourly paid lecturers who may not always be able to attend meetings. Records of action taken in response to staff feedback were seen. Teachers in the focus group felt that management was supportive and approachable and that there was a positive response to feedback.
M20 The complaints procedure is available to students in course handbooks and on the university's web pages.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☐	☐	☐	☒
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☒	☐

Comments
Publicity consists of the university website and a number of print brochures relating to specific courses. M24 Maximum class size is clearly stated. Specific information about the times of classes, the number of taught hours, non-teaching days and minimum enrolment age is not consistent in all of the publicity. M25 Information about the costs of course materials is on the website for some courses and in the downloadable leaflets/printed leaflets for others. Information about deposits, fees and refunds is on the website under terms and conditions, but it is not easy to find. M26 Full descriptions of accommodation and costs are given on the accommodation section of the website. M29 Outdated versions of the Accreditation Scheme marque are used.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students. Quality assurance systems are robust, management within the department and the wider university is efficient and communication is good. Some aspects of publicity need further attention. *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments
R1 The campus offers an exceptional environment for students and staff. The building interiors are spacious, with ample office and storage space. There are several well-appointed communal relaxation areas within all of the buildings, as well as gardens, walkways and green spaces for student and staff use outside class time.

R2 The condition of the buildings, internally and externally, is excellent. They are well decorated, clean and benefit from constant maintenance.

R3 Classrooms are large and bright, suitably furnished and in good condition. They provide a high-quality teaching and learning environment.

R4 There are a great number of social spaces and areas for relaxation throughout the campus. Reasonably priced, good-quality food is available on campus, and there is a wide choice of places locally to eat.

R6 There is sufficient space in the language centre for all the visiting lecturers; the space provides a good area for work and relaxation, with access to many computers, printers and paper resources. Permanent teachers have a desk each and their own computer in shared offices.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 Course materials and coursebooks are used for the EAP courses and the English Language support courses, supplemented by teachers' own materials. Teachers are encouraged to, and do, share materials on the university's VLE. Students have access to a wide range of materials, both paper based and electronic, in the university library.

R9 All classrooms were very well equipped with data projection, audio-visual internet access, and visualisers, as well as whiteboards. Technical staff are always available to help with any technical issues and there is good training available for staff.

R10 There are many areas for quiet study, self-access work and group work throughout the campus; these were seen to be well used by students. The main university library has extensive facilities and is open round the clock during exam time.

R11 Students receive a great deal of guidance and a specific induction to the library by library staff. International students are actively welcomed and encouraged, and it was evident that the library is very well used by them. Staff have campaigned successfully to have the library open over the Christmas/New Year period, specifically to offer international students a hub for that time of year.

R12 Review and updating of materials in the library takes place annually when academic staff are able to put in any requests. Depending on financial resources and budgets, new materials can also be requested at other times of the year. Review and updating of teaching and learning resources in-house takes place both formally and informally, taking staff and student feedback into account.

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 and teaching resources and the educational technology support the studies of students and the library provides an ample number of self-access facilities and places for quiet study, as well as a good supply of additional 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)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

T2 One teacher is TEFLI but is teaching EAP.

T3 The rationale for this teacher was accepted within the context of this inspection. He has an MA and a partially completed PhD in science from the University of Greenwich and teaches EAP only to science and engineering students. There is good support from the academic manager.

T4 The three academic managers are TEFLQ. and have many years' relevant experience. Together they form a strong academic management team.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☒	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T6 Care is taken to match teachers appropriately to the courses they teach, drawing on strengths and expertise and teacher preference. New teachers are paired with more experienced teachers for the pre-sessional courses.

T8 The academic managers cover for absent teachers. The staggered start to the pre-sessional classes means teachers can be asked to cover a class starting later. Classes are never cancelled.

T9 There is a sound system in place to make sure late arriving students are quickly brought up to date with what has already been covered in class. Tutorial time is also given to these students and a one-to-one induction is provided.

T10 The academic managers observe regularly and are in contact with teachers, by phone or by email, to ensure ongoing support. Academic managers are always available for day-to-day support and the weekly meetings allow continuous professional development (CPD) to take place informally, as well as the more formal CPD opportunities offered to staff during the academic year.

T11 All teachers are observed by an academic manager. New teachers are observed for an hour at the start of a course and returning teachers are observed for 20 minutes. Observation records were very thorough and there was evidence of useful feedback and action planning. Teachers in the focus group commented that the observations had been very useful.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Courses are very much based on an analysis of students' needs and developed to meet their changing and future needs. The course structure is detailed and comprehensive. It is described in the students' handbooks and teachers are given copies relating to the courses they are teaching on.

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 Very detailed course outlines are given to students so that they know exactly what the intended learning outcomes are and when and how they will be assessed.

T15 Strategies to support independent learning and study skills are embedded in all of the courses. Teaching materials and additional supplementary materials are available on the VLE and good handouts were seen, giving students detailed information on how to continue developing their English language and study skills after their course ends.

T16 Staff in the student centre and in the library work with pre-sessional staff to organise events. Students are encouraged to participate in these events and excursions, to help them integrate more fully into the university and life in the UK.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☐	☐	☐	☒
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T18 Courses are assessment-driven so progress is constantly being recorded. There is very good and frequent tutorial support, sometimes in groups, sometimes one-to-one. Examples were seen of very detailed and useful needs analysis of students, and areas for development.
T20 Assessment criteria and procedures are very detailed and made clear to students and staff.
T21 Students on the pre-sessionals leave the course with a portfolio, giving detailed information about where they were as a learner at the start of the course, where they are now and useful guidance on how to keep developing their English language and study skills.
T22 Most students are either currently studying at the University of Greenwich or continuing on to degree programmes there. In the rare event that students want information on other UK institutions, advice is available and references are supplied by teaching staff.

Classroom observation record

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

Comments

All but one of the teachers teaching in the week of the inspection were observed; this teacher was teaching an English language support class on the Medway Campus and was not observed.

Classroom observation

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

Comments

T23 All teachers observed demonstrated sound knowledge of the use of English and the conventions of academic discourse. Teachers provided accurate written and spoken models. Explanations were clear and relevant and, in the better segments observed, new vocabulary was written up with helpful information to aid learning, for example stress marks and an indication of the part of speech.
T24 The content of lessons in nearly all observed segments was appropriate to the needs and cultural backgrounds of the students and to their current and future academic contexts. Class profiles in lesson plans showed a very good awareness of individual students and their needs. Lesson plans were very detailed and linked closely to the

syllabus.

T25 In some segments observed learning outcomes were very clear, detailed and referred to. In all classes learning outcomes were seen in lesson plans, but in some cases outcomes were not referenced with the students.

T26 A good range of teaching techniques was seen including elicitation and prompting. Instructions were given clearly and checked for understanding. In weaker segments there was an over-reliance on teacher explanation and too much talking by teachers with little room for student participation.

T27 There was competent use of technology by both teachers and students. Teachers used a wide range of resources, including handouts and video clips. In the better segments observed, teachers had reorganised seating arrangements, so that students were sitting in a circle to facilitate group discussion. In the weaker segments seating arrangements led to little sense of students working together; students were sitting a long way from colleagues and isolated from each other, which fragmented the dynamic of the classroom.

T28 Teachers mostly monitored language well and gave positive and encouraging feedback. Correction was generally handled well and a range of techniques was seen, such as self, peer and delayed correction. However, there was not much evidence of teachers picking up on pronunciation errors. Incidental language, when used by students, was simply accepted by the teacher without any comment, despite some obvious pronunciation problems.

T29 Some teachers used concept-checking questions and elicitation to check if learning was taking place. In stronger classes, students were asked to reflect on an activity just completed or work done in previous classes. In weaker segments the students seemed reluctant to contribute to the evaluation tasks.

T30 In the better segments there was a good rapport and a positive learning atmosphere. Students were generally engaged and worked well together on the tasks assigned to them. Language was carefully targeted. In the weaker segments students were not engaged and appeared uninvolved in the lesson; teachers seemed unsure how to handle this.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being satisfactory. Teachers showed sound knowledge of linguistic systems and adapted their language appropriately to the level of their students. Learning outcomes were, in most cases, shared with students and achieved through a clear sequence of activities. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the current needs of students and to prepare them for future academic contexts. Feedback was generally appropriate, but insufficient attention was paid to pronunciation errors. Generally, students were engaged and the learning atmosphere was purposeful, though there were some instances where this was not the case.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and receive good support from a well-qualified and experienced academic management team. Course design is regularly reviewed and students' learning is well managed. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* 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	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 There is very good provision for the safety and security of students onsite and in university residences. Security staff are on duty at the entrances to all buildings, and students have to show their ID card. Visitors are badged and are met at reception. CCTV is in operation at all sites. Fire evacuations are carried out and logged, and a health and safety audit of all buildings is regularly carried out. A major incident procedure is in place.

W2 Pastoral care is of a very high standard. There is a student centre, and a wellbeing office. The 'listening ear' service provides an informal and confidential support service for issues relating to welfare, equality and diversity, as well as bullying and harassment (including on the grounds of age, disability, or gender). Four student residence assistants are available in each hall to provide support. Chaplaincy support is also available, including prayer rooms "for those of all faiths or none".

W3 All students have a personal tutor, who can help them to access the range of services described in W2.

W6 Students are given clear information, including costs, on making their way from the airport to Greenwich, but the 'meet and greet' service that was formerly in place has been withdrawn.

W7 Comprehensive information about living in the UK and the local area is provided in student handbooks (available online before arrival) and is reinforced at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors
University residences are available to students at all three campuses; in this inspection only residential accommodation at the Greenwich campus was inspected. No homestay accommodation is offered. Two of the four residences at Greenwich were visited, both offering ensuite accommodation in flats of six to eight bedrooms sharing a communal kitchen. Each of the residences is a 10–15 minute walk from the main Greenwich campus.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☐	☐	☐	☒

Comments
W9 Facilities are very good at one of the residences visited, and adequate at the other (a slightly older building, which is undergoing renovation). There are laundry arrangements on site, and the more modern hall also has a mini-gym. Bedding is not provided for long-term residents; this is clearly noted in the pre-arrival information. However, it is included in programmes organised by the conference office (e.g. the summer pre-sessional courses). W14 The residential assistants (see W2) are readily available to help students with any problems, and are a good source of informal feedback to the accommodation office. They meet all students within the first few weeks of their stay. There is a formal end-of-year survey, and issues can be raised informally with hall staff or through the student centre. An email trail indicates issues raised and dealt with, but more systematic logging is under development.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments
None.

Accommodation: residential

Criteria	Not met	Met	Strength	See	N/a

				comments	
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments

W22 Students are responsible for cleaning their room and bathroom. Kitchens are cleaned once a week.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments

W24 Guidance given is given by the accommodation office on request, and an online database of local properties is maintained. A list of local agencies is available. However, no vetting of these takes place and it is made clear that the agencies are not specifically recommended. Support on contractual aspects of renting property privately is available from the student union.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☐	☐	☐	☒
W28 Health and safety	☐	☐	☐	☐	☒
W29 Responsible person	☐	☐	☐	☐	☒

Comments

W26 There is no formally organised leisure programme. The students union offers a wide range of social activities, including societies catering for specialist interests. Sports facilities are available at the Avery Hill campus.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Very good provision is made for the security and pastoral care of students, and to ensure that they receive information about leisure activities available within the university. The accommodation provided is suitable, and the management of the accommodation systems works to the benefit of students. *Care of students* is an area of strength.