

Organisation name	University of Leicester
Inspection date	20–24 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 <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 continued accreditation.

Summary statement

The British Council inspected and accredited the University of Leicester 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 large English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and for closed groups of adults (18+).

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

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2013
Subsequent spot check (if applicable)	2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Initial certificate in teacher training International CPD programmes In-country programmes Classes for refugees MA TESOL PG Cert TEAP (online)
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	Prospect House and Readson House, 94–98 Regent Road, Leicester LE1 7DF
Details of any additional sites in use at the time of the inspection	Attenborough building on the main campus. One classroom used. George Porter building on the main campus. One classroom used.
Details of any additional sites not in use at the time of the inspection	During the summer, in addition to Readson House and Prospect House, classrooms on the main campus and the north campus are used for pre-sessional courses and other short courses.
Profile of sites visited	<p>The English language teaching unit (ELTU) occupies two adjacent buildings, Readson House and Prospect House. Prospect House was acquired in August 2014.</p> <p>These premises are about ten minutes' walk from the main campus and twenty minutes' walk from the city centre.</p> <p>Readson House is a four-storey building with twelve classrooms over the first and second floors. The ELTU now has sole use of the ground floor, which was occupied by another department at the time of the last inspection, and the reception/administration area is located there. The student common room, offices for the director and business manager, a staffroom for associate tutors and a small kitchen are also on the ground floor. In addition to the classrooms on the first floor there is an ELTU lending library and a small computer area. On the third floor there are academic staff offices, a staff relaxation area, a resources room and a kitchen.</p> <p>The ground floor of Prospect house is occupied by the university computer services and the ELTU has the use of eight classrooms over the second and third floors. There are also staff offices, a reception area and a new student space on the second floor.</p> <p>The leases on both buildings are due for renewal in 2019/20.</p>

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	90	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	50	800
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	800:	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	850: of whom 800 2–3 hours per week	800: full time 21 hours per week
Advertised minimum age	18	18
Actual minimum age	18	18
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	21–30	18–30
Typical length of stay	3 weeks–1 year	10 weeks
Predominant nationalities	Chinese, Saudi, Spanish, Italian, German, Kazakh	Chinese, Saudi, Egyptian, Japanese
Number on PBS Tier 4 General student visas	400	700
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	10	80

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	23	60
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	16	
Number teaching ELT under 10 hours a week	7	
Number of academic managers for eligible ELT courses	7	22
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	7
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	7

Comments

Three of the academic management team had no teaching commitments during the inspection period. The other four academic managers had between two and six hours teaching.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	18

TEFLI qualification	5
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)	(5 rationales for EAP teachers without a TEFLQ qualification)
Total	23

Comments

The total figure excludes the four academic managers teaching during the inspection.

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 checked="" type="checkbox"/>	<input checked="" 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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" 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 checked="" 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.

The majority of courses focus on English for academic purposes (EAP). At the time of the inspection the following EAP courses were running: in-session courses to support undergraduate and postgraduate students across the university, courses for Erasmus/study abroad students and three levels of pre-session courses, module A 40 weeks, module B 30 weeks, module D 10 weeks. The pre-session courses have set entry points three or four times a year depending on students' level. A small number of courses leading to external general English examinations and IELTS were running. These courses are open to university students and the general public. There was one one-to-one IELTS class running for a Foundation Year student at the time of the inspection.

Throughout the year bespoke courses for groups from overseas partner universities are run. None were running at the time of the inspection.

A pre-session module C course of 20 weeks will begin in January 2018.

During the summer period (June to September) there is a six-week (module E) pre-session course for postgraduate students and a two-week study skills course for students with an unconditional offer from the university. The Leicester international summer school, which runs for three weeks during August, focuses on general and academic English with a programme of cultural and social events. Three-week English for special purposes (ESP) programmes are run for engineering and medical students.

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	N/a
Private home	0	N/a

Home tuition	0	N/a
Residential	400	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	450	N/a
Overall totals adults/under 18s		
	850	N/a
Overall total adults + under 18s	850	

Introduction

Currently the university has about 23,000 students, of whom 25 per cent are international students, studying with the ELTU or on undergraduate and postgraduate degree courses.

At the time of the last spot check inspection in 2015 ELTU reported directly to the university registrar and chief operating officer who leads Professional Services. The university has recently gone through a strategic alignment process. The ELTU is still within professional services outside the academic structure, but now sits in the external relations division and reports to the director of external relations. Professional services is a large provider of services within the university covering marketing, recruitment and admissions, legal and financial matters, human resources and a variety of other services across the whole institution. Within external relations the ELTU is linked to the office of future students which has replaced the international office.

The inspection took place over four and half days and one evening. Meetings were held with the president/vice-chancellor, the chief marketing and engagement officer/director of external relations, the director of campus services (accommodation) and student accommodation staff, the registrar/chief operating officer for professional services, the head of admissions, the associate director of recruitment, the registry manager, the registry operations manager, two welfare officers, the health and safety advisor, the acting recruitment services manager, a member of the student union team and a member of the sport and active life team.

Within the ELTU the inspectors met the director, the assistant director, three senior tutors with responsibility for specific academic areas, two members of the permanent teaching staff seconded to the senior tutor team, the business manager, two programme administrator team leaders and a tutor with responsibility for health and safety.

Two focus group meetings were held with students and two with teachers. The 27 teachers timetabled to teach during the inspection were observed. One inspector visited three residences and the sports facilities.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" 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. Although lines of management have changed and ELTU is now part of the external relations division, this has not affected the running of the department. The director of ELTU now reports to the head of external relations, providing a direct link to the university senior management team. Staff in the focus group meetings were aware of and understood the changes that had taken place. There are sufficient experienced management staff to provide cover for colleagues when necessary.

M4 There is very effective communication within the ELTU and the wider university. The ELTU has a clear meeting structure, with a wide range of scheduled meetings at all levels. Action minutes are circulated to all staff. Specific course team meetings are arranged by course directors or co-ordinators. During the summer school meetings are held weekly. Staff appreciate the formal and informal channels of communication and reported that they felt well informed.

M5 Human resources (HR) policies are very thorough with comprehensive procedures, checklists and templates for every stage of the recruitment process. Line managers receive training and advice on recruitment and selection skills, and online information for new permanent members of staff details clearly the terms and conditions of employment. Associate tutors are employed by an external agency.

M7 There are thorough and well-documented induction procedures for all staff. There are online inductions from HR and the university, and more practical sessions with ELTU staff. Associate tutors employed on a temporary basis by an external agency have their induction from their course directors and co-ordinators. There is a mentor system for new teachers.

M8 Formal annual appraisal is conducted by line managers and is carried out through the university's performance development discussion scheme. The aim is to provide an opportunity for a positive and constructive conversation. The emphasis is on employee reflection and reviewing progress against set objectives with a view to setting goals for the following year and identifying training needs. Student feedback is also considered when monitoring staff. Associate tutors can request an appraisal and about 50 per cent do so. Appraisers and appraisees have training and guidance. In the case of unsatisfactory performance, staff are initially well supported before any disciplinary action is taken.

M9 The university offers a wide range of continuing professional development (CPD) opportunities. All members of the academic and administrative teams have taken advantage of these courses and of relevant external training. Funding is available for attendance at external conferences and for gaining further qualifications. For academic staff the university has a professional educational excellence recognition scheme for achieving fellowship of the higher education academy, which is mapped to the UK professional standards framework. Several ELTU staff have achieved this recognition.

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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 university admissions office and the experienced ELTU office staff are involved in student administration and support. They work well together and have established procedures in place to ensure that all aspects of student administration are carried out efficiently and with sensitivity. During the academic year there are four staff in the ELTU office and five or six additional staff are recruited to work during the busy summer period.

M13 Local and next of kin contact details of the students sampled were on the student record system. This information can be accessed remotely, and students are reminded each term to up-date their details if necessary.

M14 The ELTU has clear and appropriate attendance and punctuality policies for all the courses run. They are made known to staff and students through the virtual learning environment (VLE) and at induction. The general

ELTU student handbook and the separate programme handbooks also contain this information. Students understand that at least 85 per cent attendance for each module is required and that they should email their teacher if they know they are going to be absent. In the case of persistent absence where the teacher has not been notified, there are procedures in place to investigate the causes. If there is no improvement, warning letters are sent and students may be withdrawn from the course. Evidence of the disciplinary process was seen.

Quality assurance

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

Comments

M16 The two points to be addressed from the last full inspection and the subsequent spot check have been satisfactorily dealt with.

M17 An internal university review of external relations has led to changes affecting ELTU and its place in the university. These changes have resulted in closer links with staff in the external relations division. The ongoing review of systems, processes and practices within the ELTU is carried out in part by the five departmental committees. As a result of the buildings and environment committee's review, there is now a comfortable student space in Prospect house and a new break-out area in Reasdon house where staff can eat, relax and have informal meetings.

M18 On summer courses, informal initial student feedback is followed by a formal end-of-course survey. During the academic year, feedback is gathered in a variety of appropriate ways. Initial feedback is informal; formal feedback is obtained in week three through staff-student committee meetings and during tutorials which continue throughout the course; additional mid and end-of-course feedback is collected electronically. Feedback is collated and any proposed action taken is included in course reports and action taken is recorded. Staff and students can access feedback results on the VLE.

M19 All staff complete an annual electronic survey and any comments and action taken are recorded. They can also give feedback during appraisals and staff meetings. Teachers give additional feedback during course team meetings and after internal CPD events. All staff reported that if they wanted to raise any issues, the senior management team were very approachable and willing to listen and respond to their concerns.

Publicity

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

Comments

The departmental website is the main medium for publicity. In addition, annual bespoke brochures are produced. A social media site provides current information about ELTU news and events. Translations are not normally provided except for some closed monolingual courses.

M21 The language used is very clear, uncomplicated and accessible to non-native speakers.

M24 All the required information is included, except for non-teaching days.

M25 Costs for accommodation are not provided in the publicity; they are only provided to students once they receive their joining instructions.

M26 Descriptions of all possible accommodation for university students are given on the university website, but in reality ELTU students only have a choice between three residences. This is not made clear in the publicity.
M29 Although the Accreditation Scheme marque is used appropriately for eligible provision, different versions of the marque are used across the various mediums of publicity. The marques used do not include 'in the UK'.

Management summary

The provision meets the section standard and exceeds it in some respects. Management systems are effective and operate to the benefit of staff and students. The management structure is clear, with effective lines of communication, both formal and informal. Student administration is carried out sensitively and efficiently. The quality assurance system is well developed, with staff and student feedback being sought regularly. Publicity material is attractive, accessible and generally accurate, but the costs and descriptions of accommodation are only given once students have received their joining instructions. *Staff management*, *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	<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 type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 With the addition of the Prospect House premises the ELTU now has a sufficient number of classrooms, all of which can accommodate 16 students. Both buildings provide a professional and pleasant environment for staff and students.

R3 The ELTU has dedicated classrooms in Reasdon House (pre-sessional and examination preparation) and Prospect House (in-sessional and Erasmus/study abroad). This facilitates teaching and learning, and fosters a sense of identity. The classrooms are light and airy, and most are spacious. During the summer additional main campus classrooms are used.

R4 The student common room in Reasdon House provides a very spacious area for students to relax. A pool table and a table tennis table are provided and there is a well-equipped kitchen. A quiet student study area and the ELTU lending library are conveniently situated nearby. The common room remains open until 19.30. Recently a student space has been provided in Prospect House with comfortable chairs and a number of tables and students are also informed of the facilities in Reasdon House. There are vending machines with hot and cold drinks and snacks in both premises. The university has a good number of catering outlets across the campus, the nearest one being a ten-minute walk away.

R6 All staff are based in Reasdon House. Permanent teachers have either individual or shared offices. There is also a staffroom for associate tutors and a well-equipped kitchen. Near the offices and staffroom there is a new pleasant, comfortable break-out area where teachers can eat, relax and have informal meetings.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 A wealth of learning materials is available for students, including material on the VLE and the virtual self-access centre (VSAC). The ELTU has a small lending library with EFL and EAP practice books and a good supply of readers. Some lower level pre-session courses and examination preparation courses use coursebooks. Pre-session, in-session and Erasmus/study abroad students are given very detailed in-house student guides and appropriate handouts. For shorter courses and closed groups, materials are selected to meet the particular needs of those students.

R8 Teachers have access to all the learning materials for students. These are kept in a well-organised learning resource centre and on the staff area of the VLE. Teachers upload materials on the shared drive for others to use. There is also a good collection of books relating to ELT methodology in the main university library and the ELTU subscribes to a number of ELT and EAP journals. Photocopiers and printers are available for teachers' use in both buildings.

R9 Wi-Fi is available to students and staff throughout the university. The main method of day-to-day communication for teachers and students is via email and the VLE. All ELTU classrooms have a data projector, a good-sized screen and an overhead sound system. Teachers can borrow additional IT equipment such as laptops, voice recorders, camcorders and webcams for use in their lessons. Teachers make effective use of all the equipment. IT staff can be contacted to provide advice, support and assistance whenever needed. All permanent teachers have dedicated computers in their offices and the staffroom for associate tutors is equipped with a sufficient number of PCs. In both buildings there are nine computers for student use. Staff and students have an impressive range of educational technology across the campus and in particular in the main library where there are over 900 PCs. Staff have regular training to keep them updated with new technological developments.

R10 The large, very well-equipped main university library is used mainly by pre-session module D students during the academic year and by module E students in the summer. During the academic year the library is open 24 hours during the week and for shorter hours at the weekend. In the summer the opening hours are reduced, but students have sufficient time for independent self-study.

R11 Students are given a library induction early on in the course. An excellent online video gives students a very clear explanation of how to use the library facilities and access the material they need. Library staff are available to support students who need advice.

R12 The library and resources committee, course teams and the learning technologies advisors are constantly reviewing and updating materials. Informal reviews take place during course team meetings and more formal reviews are part of the very thorough annual course report process. As a result of these reviews, there are more readers in the lending library, the VSAC has a steadily increasing amount of material for independent study and coursebooks and course materials are adapted to meet changing student needs.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The ELTU premises and facilities are of a very good standard and provide staff and students with a comfortable environment for effective work, study and relaxation. The ELTU has mostly dedicated teaching and office accommodation, which facilitates teaching and learning and fosters a sense of identity. Classrooms are comfortable, light and airy, with suitable furniture. Resources for learning and teaching are of very high standard and excellent technological equipment and support is available. There is a small ELTU lending library and in-session and pre-session students on the shorter modules of ten or six weeks can benefit from the availability of a spacious library on the main campus. Resources are reviewed and updated regularly. *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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 At the time of the inspection the teaching team was highly qualified with the overall percentage of TEFLQ teachers being 91. Of the permanent staff, including four academic managers who were teaching, 16 out of 17 teachers were TEFLQ. There were ten associate tutors six of whom were TEFLQ. A high proportion of staff have

relevant MAs. In the summer a higher number of TEFLI teachers teach EAP (see T10). The total number of teachers employed on the pre-sessional and other university short courses in the summer of 2017 was 61; of these, 29 teachers did not have a TEFLQ qualification.

T3 Rationales were submitted for five teachers who do not have diploma-level qualifications. The rationales were accepted in the context of this inspection. The teachers all have substantial experience teaching in the UK and abroad. Teachers A and B have over ten years' experience. Teachers C and D are currently studying on a diploma-level course. Teacher E is studying for an MA in Applied Linguistics and TESOL. New teachers and any teachers who are not TEFLQ work on the lower-level pre-sessional modules which focus more on general English than EAP.

T4 The seven members of the academic management team are highly qualified. All are TEFLQ and most have appropriate MAs. They all have substantial relevant EAP experience in the university sector.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The director is responsible for the deployment of teachers. This is a consultative process taking into account teachers' preferences, areas of expertise and possible opportunities for development. When possible experienced and less experienced teachers share classes.

T7 Timetabling is carried out efficiently. At the beginning of the academic year and before other student entry points teachers are usually given their timetable six weeks in advance. The timetable for in-sessional students has recently been adjusted to allow students time to return to the main campus for their undergraduate courses.

T8 There is a cover policy with very clear procedures. Permanent staff, who are expected to be available to cover for 25 to 30 hours each year, complete a cover chart to show their availability.

T10 Day-to-day guidance and support is provided by the academic management team. The university has a peer observation policy. All teachers conduct a peer observation once in an academic year and summer school teachers peer observe once during that period. The university CPD programme offers some generic training of interest to all teachers. The ELTU staff development committee organises ELT/EAP/EASP workshops once or twice a term. The ELTU is a member of BALEAP and IATEFL.

T11 Annual observations are carried out by members of the academic management team towards the end of the first term and new teachers are observed within one month of employment. Each year teachers are observed by a different member of the team. The approach to lesson observation is very well thought out. Post observation oral and written feedback is usually given to the teacher within 48 hours. Teachers can and do ask for extra observations when they want further feedback. The observation process is appreciated by teachers. Annual performance monitoring is carried out through the performance development discussion scheme. In the case of unsatisfactory performance, staff are initially very well supported with further observations and guidance before any disciplinary action is taken.

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 checked="" 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 Each course has a clear rationale for its structure, content and resources. Each curriculum consists of clear objectives, a syllabus, a scheme of work, materials and assessments.

T13 The ELTU values statement shows a commitment to a systematic review of the curriculum. Course design is reviewed formally through the quality assurance systems culminating in detailed course reports with

recommendations for changes in the coming academic year. A peer review of in-session provision was undertaken last year with a view to providing opportunities for improvement. EAP teachers regularly liaise with the relevant subject specialists to ensure that the necessary skills are included.

T14 Module guides for pre-sessional and in-session courses contain overall aims and intended learning outcomes and schemes of work, which identify areas to be covered, tutorial times and assignment dates. The information is written clearly in language accessible to students. Other shorter courses and examination preparation courses also receive timetables and schemes of work. All information is available on the VLE.

T15 The development of study and learning strategies is integral to all EAP courses. A self-study programme is included in pre-sessional guides for modules A/B/C. During tutorials in week three students on module D are introduced to the personal development plan where they make plans for independent study. A study skills unit is included in all in-session modules. Students are encouraged to use the VSAC online resources, other websites as advised by teachers and to use the ELTU lending library and the main university library.

T16 ELTU organises a reading circle and a news hub; students in the focus group meeting expressed their enthusiasm for these events. Several opportunities are made available for students to develop their language skills outside the classroom with international and UK students. They are made aware of the many student union clubs they can join and sports activities they can participate in. Project work on some courses involves students going out into the wider community or the city.

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 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 A range of thorough placement testing procedures appropriate for each course have been developed. Students who do not have an internationally recognised qualification who want to study on the summer school and students on a dependant visa who want to enrol on the English Language programme are given a structured speaking test.

T18 In-session students have one writing consultation (tutorial) a term which focuses on a draft copy of an assignment. The teacher discusses language errors and academic writing style. Students are given areas to work on to improve their work. Pre-sessional students have two tutorials each term where they are encouraged to analyse their strengths and areas in need of improvement and to take responsibility for their progress by making their own personal development plan. Students' results for formative and summative work are recorded on the central student database.

T20 Students are given very detailed and clear information about their assessments; this includes reasons for the assessments, the types of assessments and the skills being tested, the mark scheme for each type of assessment and the marks required for progression. Dates are given in the timetable for the term.

T22 Designated university staff in the career development service support students who wish to continue studying at Leicester or at another UK university.

Classroom observation record

Number of teachers seen	27
Number of observations	27
Parts of programme(s) observed	Pre-sessional, in-session, Erasmus /study abroad, and examination preparation classes
Comments	

None.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Generally teachers produced accurate models of spoken and written English at appropriate levels with suitable exemplification in meaningful contexts. Stronger teaching demonstrated knowledge of a range of language including models on the board with phonetic script, word stress marking and reference to word class. However, in a few lesson segments there was some incorrect modelling of language and some confusing explanations of grammar and vocabulary.

T24 Student profiles identified learning needs which were outlined on the lesson plan with anticipated problems identified and possible solutions given. Lessons were well focused and structured. Timing was realistic and the plans allowed time for homework to be set and for useful links for independent study to be given.

T25 Lesson plans usually contained clear teacher aims and achievable learning outcomes, but some learning outcomes were too general, reflecting what the teacher planned to do rather than what the outcomes for the student were planned to be. The plans demonstrated a clear link between activities and learning outcomes and indicated progression from simpler to more complex skills tasks. Objectives were shared with students at the beginning of lessons.

T26 A range of appropriate and imaginative techniques was seen; many were communicative and some involved students moving actively in the classroom. There was effective elicitation of ideas and language. Pronunciation was taught well in the stronger lesson segments, with sufficient individual and choral practice. There were some good examples of vocabulary presentation and practice, but there were some instances of less effective strategies, where check and concept questions were not used when they would have been appropriate.

T27 Generally, teachers managed the classroom environment competently, with furniture set out so as to encourage student attention and participation. Although instructions were generally given clearly, students' understanding was not always checked. Handouts and worksheets, some of which were teacher prepared, contained relevant activities and tasks; these were much appreciated by students. Information on the conventional whiteboards was well organised and presented clearly in most lesson segments.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that students had the help that they needed. Generally, teachers corrected appropriately and in the stronger lesson segments peer correction and peer modelling were used. Where written work was being done in class, this was carefully monitored and marking codes were used.

T29 Evaluation tasks were relevant to the focus of the lesson and to the needs of EAP students preparing for assignments. The aims were made very clear. Evaluation of learning was also achieved through the monitoring of students working individually or in pairs or groups and through freer practice assessment activities.

T30 Nomination was usually well used and lessons were conducted at a suitable pace. Students were fully engaged, participating enthusiastically in all activities. There was a purposeful learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from students about their teachers and their lessons; they felt that they were making good progress and achieving their goals.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard overall, ranging from very good to satisfactory, with the majority being good. Most teachers produced accurate models of spoken and written English. Lessons were generally well focused and structured, although some learning outcomes were too general, reflecting what the teacher planned to do rather than what the outcomes for the student were planned to be.

Teachers used a range of techniques to good effect, but in some cases, students' understanding of new vocabulary and instructions was not checked. Appropriate resources were used competently. Teachers monitored and supported students in pair and groupwork. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers and the academic management team have appropriate qualifications. Overall programmes of learning are well managed to the benefit of students. Teachers are well supported and carefully monitored. *Academic management*, *Course design*, and *Teaching* are areas of strength. The teaching observed met the requirements of the Scheme.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Risk assessments are in place for teaching premises and student residences. Up-to-date fire risk assessments have been completed for the ELTU premises. Some risk assessments required updating, which was slightly overdue but was being attended to. Health and safety audits are undertaken. Entry to teaching premises and residences is by swipe card. There is CCTV coverage of the whole campus, with 24-hour monitoring by the university security staff. The campus security office and reception desks at the main student residences are staffed continuously.

W2 Students are informed about the pastoral care available through inductions and student handbooks, as well as by posters prominently displayed in ELTU, in the Student Union and throughout the campus. The university operates a comprehensive support system providing pastoral care through a multiplicity of services. These include the university welfare service, a support service for mental well-being, a professional counselling service, a nightline service, a student union support service and, for resident students, a residents' life team. A multi-faith chaplaincy has its own premises on the campus and, in addition, prayer rooms for men and women are provided. Academic tutorials twice termly give teaching staff opportunities to monitor students' well-being.

W3 Students may approach their course tutor, the student welfare officer or the director of ELTU. They are guided by staff towards the support service best suited to their individual needs, or students can select the service of their choice. Detailed written information sets out clearly the range of services available and provides contact details.

W4 The university has a detailed policy on abusive behaviour, set out in university regulations which are accessible online. The policy and procedures are also set out in student handbooks and in accommodation booklets, using accessible language. The university has student and staff disciplinary procedures, also accessible online. The university has produced a Prevent risk assessment and action plan and has a designated Prevent lead, who liaises with the police and local authority. Tutors and residential staff have received training. An independent Prevent audit was recently completed.

W5 A 24-hour emergency contact number is given on the back of student identity cards and is also found on the key loops of keys to residential accommodation.

W7 Comprehensive advice for students and information on university and local facilities are provided in student handbooks, on university websites, in accommodation booklets and on social media. Information is also available through the student union and on noticeboards. It is provided clearly and in a form accessible to students.

Accommodation profile

Comments on the accommodation seen by the inspectors

Longer-term students opting for university residential accommodation are housed in a number of student residences which form two student villages; one of these is located close to the campus while the other is a short bus or cycle ride away. Students on short summer courses are automatically provided with university residential accommodation, normally close to the campus, and the cost is included in an inclusive fee.

The university has a large number of residences and international students tend to be allocated to designated residences, normally in the student village situated close to the campus. The provision varies according to cost. Rooms are single with or without en-suite facilities and all accommodation offered to ELTU students is self-catering, although students are free to use the many food and drink outlets available on the campus and in the student villages.

Three residences designated for international students (but not exclusively) were visited, one close to the campus and two in the student village a short distance away. The residences used for ELTU students may vary from year to year as the university is implementing a refurbishment programme which involves taking some older residences out of use while they are upgraded or replaced.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W9 The accommodation available is of a high standard and provides a comfortable environment. Most rooms are ensuite although some have shared bathrooms. All accommodation is self-catering with shared kitchens. Wi-Fi is available throughout. Residences have communal areas with comfortable seating and in some cases pool and table tennis tables. Bedding is not provided but students can purchase moderately-priced bedding packs, which include towels. These can be booked in advance so that they are available for collection when students arrive. Students are responsible for their own laundry; washing machines and dryers are available.

W14 Residence staff, including residential advisers, closely monitor students' welfare, particularly in the first weeks of residence. They are in evidence within the residences, wear distinctive T-shirts and are readily contactable. Residents are advised who to contact if they encounter any problems through booklets, including a residents' life guide. Reception desks at each student village are open on a 24-hour basis, seven days a week.

W15 All accommodation is self-catering; there are numerous food and drink outlets on the campus and in the student villages.

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

No homestay accommodation is offered.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students are responsible for cleaning their own rooms and shared kitchens. The kitchens are checked weekly. Any shared bathrooms are cleaned by staff twice weekly and other communal areas are cleaned weekly. Cleaning equipment is provided.

W23 All staff in residences, including security staff, are first-aid trained. The university has an arrangement with a GP-led health centre adjacent to the campus and all students are encouraged to register there. Advice on health-related issues is also available through the welfare services available.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The accommodation office produces an informative booklet providing information and advice for students intending to make their own arrangements. It includes guidance on finding and evaluating rented accommodation, dealing with landlords and scrutinising contracts. Free advice is available on checking contracts and dealing with landlords and agents.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Information about events and activities on the campus and locally is available on noticeboards, on the university and student union websites and through social media. A student ambassador facilitates student participation in a wide range of events.

W27 A substantial social and leisure programme is organised for students on short courses in the summer. For students on year-round courses ELTU runs a reading circle, which students commented favourably on, and organises a free excursion to a place of interest once a term. In addition, students have the opportunity to participate in a very large range of activities run by or in conjunction with the student union. Students may also visit a local British family through a hosting scheme and one student who had done this reported back enthusiastically on the experience. The university has two very well-equipped sports centres which all students may use for a fee. They may use the facilities on a one-off basis or register for a period of time, gaining access to all the facilities. Special financial arrangements are made for short-stay students in the summer period.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Student needs for security, pastoral care and information are fully met. The accommodation provision offers a range of choice and is of a good standard. There are numerous social and leisure activities available both during the summer and during the academic year. *Care of students, Accommodation and Leisure opportunities* are areas of strength.