

Organisation name	University of Nottingham
Inspection date	16–20 May 2016 and 10 May 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation. However, evidence must be submitted within three months to demonstrate that C2 and C4 have been addressed.

Summary statement

The British Council inspected and accredited University of Nottingham in May 2016 and May 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 large university offers courses in academic English to adults (16+) and closed groups of adults (16+).

The inspection report noted a need for improvement in the area of care of under 18s.

Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, 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	May 2016
Last full inspection	N/a
Subsequent spot check (if applicable)	May 2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Postgraduate programmes run at the School of Education including MATESOL, MATCSOL and MATEAP (final year) IELTS centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	HEI
Other accreditation	N/a

Premises profile

Address of main site	Jubilee Campus Wollaton Road Nottingham NG8 1BB
Details of any additional sites in use at the time of the inspection	University Park Nottingham NG7 2RD Queen's Medical Centre Derby Road, Nottingham NG7 2UH Royal Derby Hospital Uttoxeter Road, Derby DE22 3NE A number of teaching rooms are used on these sites as required.
Details of any additional sites not in use at the time of the inspection	Sutton Bonington Campus Sutton Bonington, near Loughborough, Leicestershire LE12 5RD A classroom is used on this site from October to March
Profile of sites visited	<p>The main university campus and student hub is at University Park – a very large campus set around a lake with extensive green spaces, woodland, parks and gardens, many of which are enjoyed by the public as well as students. There are some period buildings as well as more modern ones, all with a wide range of facilities and amenities for students. A number of teaching rooms are used by the Centre for English Language Education (CELE) on this campus.</p> <p>CELE itself is based at the Jubilee campus, a purpose-built campus which has won a number of awards for architecture, design and sustainability. It has a large lakeside area with woodlands and walks, and the lake plays a large part in supporting the eco-friendly credentials of the campus. There is a large library and a good range of services and facilities for students.</p> <p>CELE is a part of the school of education, which, along with the international office, is located in the Yang Fujia building on the Jubilee campus. CELE has two staffrooms and a resources room on the ground floor, as well as a number of offices for teaching and administrative staff. The university's IELTS centre is also accommodated in this building. Most teaching rooms used by CELE year round are on the Jubilee campus and within easy walking distance. At busy periods, more rooms are made use of elsewhere.</p> <p>The Kings Meadow Campus, where most of the university's professional and business support services, including human resources, are based was also visited. No teaching takes place here.</p>

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	0.9%	4%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	124	366
Full-time ELT (15+ hours per week) aged 16–17 years	9	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	133	367
Minimum age	17	17
Typical age range	18–30	18–30
Typical length of stay	20–40 weeks	5–10 weeks
Predominant nationalities	Saudi Arabian, Nigerian, Chinese	Saudi Arabian, Nigerian, Chinese
Number on PBS Tier 4 General student visas	133	367
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	21	46
Number teaching ELT under 10 hours/week	15	
Number teaching ELT 10–19 hours/week	6	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	18
Certificate-level ELT/TESOL qualification (TEFLI)	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2 (plus 1 TEFLI teaching EAP)
Total	21

These figures include the academic manager(s)

Comments
All teachers on the timetable were observed except the head of centre, who was involved in one-to-one tutorials. Of the three rationales required, two were for teachers with relevant master's qualifications, for whom observation records were not on file. The third teacher was TEFLI.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The pre-session programme is offered year round, in four terms. Some specialist pre-session courses are also offered in specific disciplines, and a pre-session academic study skills course (PASS) is run for students with unconditional offers. In-session support provision is offered to students enrolled on university programmes, and English language electives are offered by some subject areas in the university. 16–17 year-olds are enrolled on adult courses, almost exclusively foundation courses, the taught components of which had finished by the time of the inspection. Future intakes to foundation are no longer to be taught by CELE staff. Bespoke courses are also offered to closed groups.

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	36	9
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	10	0
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	78	0
Overall totals adults/under 18s	124	9
Overall total adults + under 18s	133	

Introduction

The University of Nottingham is a large organisation, with over 32,000 students from over 150 countries, and campuses in China and Malaysia as well as Nottingham.

The current head of centre has been in post for two years and is supported by an academic management team currently consisting of an in-session course leader, a year-round pre-session course leader and a summer pre-session course leader. The two latter roles are interim roles while the course leader for pre-session as a whole is on a teaching sabbatical.

Administration is carried out by SoE staff and current arrangements are about to change as part of the university's Project Transform, which will see the introduction of a new IT system and the redistribution of administrative roles across the university into new student service centres.

Until this year, CELE has taught the English language component (50 per cent) of the foundation programme, but a decision has now been reached to outsource the entire programme. At the time of the inspection this work had been put out to tender and the outcome was awaited, although CELE staff had been told they would no longer be teaching on the programme.

The inspection took place over five full days. Meetings were held with the head of centre, the head of school, the CELE administrator, the year-round pre-session course leader, the summer pre-session course leader, the in-session and elective course leader, the four course co-ordinators, the tutor and student liaison officer, the head of employment shared services, the associate director international, the foundation course leader, the director of professional development, the faculty marketing and communications manager, the school office manager, the head of international support and engagement, an international support and engagement officer, the pre-admissions and student liaison officer, the operations and facilities director, the audio visual team, the director of student operations and support, the accommodation allocations and liaison officer, three hall managers, the taught courses administrator, the senior library advisor, the collections librarian (content and discovery), the senior library teaching and learning support officer, the leisure programme organiser and the assistant director of sport. Focus groups were held with teachers and students. One inspector visited three halls of residence.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 CELE benefits from a clear management structure within the school of education and clearly defined links with the international office.

M4 Communication systems are well established and a wide range of formal meetings, many of which are minuted, takes place locally and across the university. Some staff felt that communications were not always effective, and that decisions directly affecting CELE were not always communicated appropriately.

M5 The staff files sampled were extremely comprehensive and up to date, demonstrating thorough and consistently implemented HR systems and procedures.

M7 There are thorough and well-documented induction procedures for all staff, and checklists for managers to ensure comprehensive and consistent delivery.

M8 The university has a thorough and robust appraisal system which is clearly set out for all, and which links to continuing professional development (CPD).

M9 A clear CPD policy is in place and a very wide range of opportunities is made available within the university; however, CELE teaching staff are often unable to attend these sessions because of their non-standard timetables.

See T10.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 administrator is assigned to CELE and managed within the school rather than by CELE management. Additional help is brought in for the busy summer period. Inspectors were told that this situation will remain broadly similar in terms of staffing levels and structure even after the imminent changes to administrative arrangements across the university.

M11 Comprehensive guidance is available through both printed and website information as well as from the administration team. In addition, one of the EAP tutors also has a role as pre-admissions tutor, and provides specific advice and guidance in this area.

M13 Contact details are requested before arrival and checked at registration. Once all information has been provided, the onus is on students to update any details rather than any proactive system.

M14 CELE has a clear consistently-implemented policy on attendance, which is understood by all and clearly spelled out for students.

Quality assurance

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

Comments

M18 Students are able to use tutorials to give feedback at all stages in their course, and there are well-established university mechanisms for collecting feedback; action taken is recorded and often communicated to the student body. However, the emphasis is on end-of-course feedback and early anxieties and dissatisfaction among CELE students may not be picked up in this way, particularly for those who are new to the culture with limited language confidence.

M19 Staff have a range of opportunities to provide comments, suggestions and feedback, including at meetings and through the appraisal system. Some teachers felt that additional, less formal channels would help them to share ideas and express concerns.

Publicity

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

Comments

The main medium of publicity is the website but extensive use is also made of printed materials.
M22 Publicity is clear and attractive and entirely representative of the student experience across the university. Testimonials from both staff and students are used; these are attributed with permissions on file.
M23 Extremely clear and detailed information is provided on course content and the necessary length of study in relation to aims and progression routes; this information is consistently presented across courses for comparison.
M24 Information on minimum age, maximum class size and non-teaching days was not consistently provided on the website; this was changed during the inspection.
M26 The various accommodation options available to students are very clearly described and set out to enable easy comparison.

Management summary

The provision meets the section standard. All aspects of staff management are effective, particularly wider formalised systems such as appraisal, CPD and induction. Good communication systems are in place, both locally and across the university, although in practice they do not always reach all staff. Effective systems for student administration and quality assurance are in place although mechanisms to capture both staff and student feedback could be improved. Publicity is generally very good and some omissions were addressed during the inspection.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Both campuses have been imaginatively planned with some very striking buildings and a range of welcoming outside areas, many of which benefit from trees, plants, water and wildlife.
R2 All buildings are well maintained, clean and in good order. Outside areas are also well-kept and cared for.
R3 Classrooms are spacious and quiet, light and airy, with appropriate flexible furniture.
R4 An excellent range of facilities is available to students, with a good choice of food and drink served in a range of outlets in welcoming settings. There are many places where students can relax and socialise.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Well-organised, in-house materials are provided for students, and there are ample further resources on which staff can draw to respond to individual needs and learning styles.

R8 The majority of materials for teachers are available through a shared drive; these are extremely clearly organised and referenced, very easy to access and linked to technology in classrooms.

R9 All classrooms are equipped with whiteboards and computers with projectors and screens. There is a dedicated and trained support team who operate a helpline with good response times.

R10 There is currently no dedicated self access for CELE, although a room is being looked at for that purpose.

R11 The library team provides extremely helpful and comprehensive induction and guidance, and ongoing support is available throughout the year, both face-to-face and through the student portal.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The university campuses offer excellent facilities and a very comfortable and attractive environment for both study and relaxation. Materials and resources for both teachers and students are well organised, easy to access and of a very high standard. Library provision and support is excellent and levels of technology and support are also high. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 The staff profile is impressive; almost all teaching staff are TEFLQ, many hold specialist qualifications and all have wide experience in relevant fields.

T3 The rationales provided for three teachers who were not TEFLQ in Scheme terms were accepted in the context of this inspection. The completion of *Qualifications evaluation* forms and/or more systematic in-house observation programmes would obviate the need for these in the future. See T11.

T4 The academic management team is appropriately qualified and experienced. One member is not TEFLQ in Scheme terms, although his master's level qualifications and teaching experience make him an extremely appropriate and valued member of the team.

T5 A rationale was provided for this team member and accepted in the context of this inspection. See T4.

Academic management

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

Comments

T8 A dedicated timetable for cover means that there are no instances where a class cannot be covered, and allows for additional preparation/development time.

T10 Teachers benefit from a wide range of practical and professional support, through peers, course leaders and course co-ordinators. There are dedicated CELE staff development sessions, and some financial support is available for external events and further training or qualifications. See M9.

T11 This criterion is currently not met as teachers are not formally observed on a regular basis. See T3.

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 Course design and structure are excellent. Courses are based on sound principles, suited to students' specific needs and sufficiently flexible to ensure that all levels and learning styles can be accommodated.

T13 Regular review takes place; course coordinators help to make on-the-spot changes and tweaks, so that staff and student feedback are responded to on an ongoing basis as well as through a formal annual review process.

T14 Students receive detailed weekly outlines, available in print and online.

T15 This area is fundamental to the EAP courses and effectively integrated into all coursework.

T16 There is systematic integration of the university environment with course content through a range of inputs, including regular lectures, linguistic incident analysis, work in class, out-of-class activities and homework.

Learner management

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

Comments

T17 As there is a course entry requirement, students arrive with IELTS scores.

T18 Students benefit from regular tutorials to support individual progress. Pre-sessional courses include regular progress assessment, details of which are shared with students. A very comprehensive and rigorous marking standardisation system is in place for teaching staff.

T20 Assessment criteria are clearly set out and regularly referred to in class. Teachers' assessments are carefully and regularly standardised, and there is an online system to facilitate this.

T21 Academic reports are extremely detailed and professionally presented, generated as a result of the detailed assessment process.

Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	all

Comments

All timetabled teachers were observed except the head of centre who was involved with tutorials on the days of the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Teachers have very sound knowledge of all aspects of linguistic systems and their implications for teaching, and this was particularly evidenced by their confidence and competence in dealing with questions and lines of enquiry as they arose.

T24 Planned content was entirely appropriate and relevant to student needs and course aims. A strong awareness of different cultural backgrounds and learning styles was evident in planning, although this generally related to groups rather than individuals.

T25 Lessons were clearly staged and sequenced, and learning outcomes were made clear in plans, shared with students, and referred to. Where appropriate clear links were provided to previous work and homework.

T26 A range of teaching techniques, appropriate in every way to the students in the class, was used as required and with confidence. Teachers consistently promoted autonomy and engaged with students as peers in discussions about the use of language. Reasons for activities were made clear and skilled approaches to checking both meaning and understanding were evident in all classes.

T27 Classes benefited from excellent materials used very proficiently and with confidence. Particularly good use was made of student work as a resource, and the same materials were exploited in different ways by different teachers. Whiteboards and technology were expertly used to good effect throughout.

T28 Students consistently received timely feedback delivered in a variety of ways and always at an extremely appropriate level. Praise and encouragement were effectively and appropriately provided.

T29 The course materials ensure continual evaluation and recycling, and this was reinforced by teachers at every opportunity.

T30 All classes evidenced very high levels of rapport, varied interactions and activities, and brisk pace. Teachers clearly knew and valued their students, who were highly engaged throughout.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from good to excellent, with the majority being good. Planning was thorough and took full account of students' needs and interests. Materials and resources were used effectively and a wide range of teaching techniques was skillfully employed. Feedback and correction were handled very well and there was a very positive atmosphere in all classes. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Academic staff are well qualified and experienced and academic management is effective, with very good support systems for teachers. Course design is excellent and learner management is wholly appropriate and effective. The teaching observed met the requirements of the Scheme. *Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
Comments					
<p>W1 Student safety and security are assured through clear health and safety policies, the implementation of effective procedures and the application of detailed risk assessments to all areas and activities. Fire evacuation drills of halls of residence and teaching buildings take place regularly, CCTV cameras are in operation and the campuses are patrolled 24 hours per day by a large team of well-trained and well-managed security staff, all of whom are first aid trained. Major incident procedures are in place.</p> <p>W2 Students benefit from a high level of pastoral care from a number of sources including CELE staff (teachers, tutors, course co-ordinators and course leaders), international office welfare staff and central university services staff. There is a strong pastoral element in the weekly individual tutorial session each student has with their language adviser. The warden and deputy warden in halls of residence have a responsibility for welfare and all students are allocated a hall tutor. Information about support services is readily available. Tutors are informed if their tutee is under 18.</p> <p>W3 There is no named welfare officer in the centre but students in the focus groups were clear about who they could go to for help and support. An excellent advice document is available to help staff in various roles to recognise and support students who may be experiencing difficulties.</p> <p>W4 A disciplinary policy which includes reference to abusive behaviour is available online and in the student handbook. It is very detailed and is expressed in language appropriate to native speakers so not easily accessed by second language learners. The provider is addressing responsibilities relating to the Prevent strategy.</p> <p>W6 Clear and detailed information on the most appropriate forms of transport from several points of entry to the UK to the city and to the campus, including estimated costs, is available online and students are directed to it and to local transport websites in the pre-arrival advice. A meet and greet service is available at the beginning of the academic year.</p> <p>W7 All items of information and advice in this criterion are covered in pre-arrival information, the student handbook, welcome sessions and induction. In addition, a number of attractively-produced cards, booklets and fliers are available to advise students about a range of relevant matters.</p> <p>W8 Students are informed of the extent of their rights regarding medical and dental treatment. There is a medical centre on the main campus offering GP, dental and ancillary medical services. A number of booklets about health and wellbeing are available.</p>					

Accommodation profile

Comments on the accommodation seen by the inspectors

The university has 12 halls of residence on University Park Campus and three on Jubilee Campus. All university halls are catered apart from one on Jubilee Campus, which is for postgraduates only. Halls offer a mix of standard room plus shared bathroom facilities or ensuite study bedrooms. All have common rooms and laundry facilities. The university also has exclusive use of a privately run residential student village situated just outside the main campus, and use of two more privately run halls of residence nearby, all of which are self-catering. The university has a number of university houses which it lets to groups of students or students with families. Students may also choose to live in one of the several other privately run halls of residence in Nottingham or in privately rented accommodation in and around the city.

The inspector visited one catered hall on the main campus, one self-catering hall on Jubilee Campus, and one self-catering hall off campus.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Standard rooms are of a good size and are appropriately furnished and fitted. Some rooms are supplied with three-quarter beds. Students are advised to bring their own towels and bed linen but bedding packs can be

purchased if required. Many of the rooms in both university and private halls are ensuite. All rooms have Wi-Fi access. All three halls inspected were more than satisfactory in every way.

W10 Halls are well managed by the operations and facilities team from the Estates Office, who check, using a comprehensive audit system, that standards are being maintained. The Estates Office is also responsible for checking standards in university houses. Private halls attached to the university are visited and monitored. Health and safety have high priority in all types of accommodation.

W11 The UUK Code of Practice is applied to all halls; halls are audited annually for compliance.

W12 The Accommodation Office has up-to-date registers of students in university halls. The Estates Office has registers of students in university houses. Health and safety checks are recorded.

W13 Students are given clear and detailed information about the various types of accommodation available to them. The website provides tours of the halls and details of location, what is offered, length of contract, and comparative costs. Because summer pre-sessional students have short-term accommodation needs, they are given individual attention.

W15 Breakfast and dinner are provided in catered halls; a charge card allows students to have lunch in one of the many food outlets on the campus. Menus in the different halls vary slightly, but good standards are maintained in all.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 All halls have dedicated cleaning teams and porters appointed by the Estates Office. Cleaning in halls is regular and thorough. Students are responsible for keeping their study bedrooms clean. Public areas are cleaned daily. Bathrooms are cleaned daily in standard provision and kitchens are checked; ensuite facilities are cleaned every two weeks. Spot checks of rooms are carried out by hall managers and students are required to clean their rooms if necessary. Rubbish is cleared daily and recycling is encouraged.

W23 All hall managers are first aid trained, as are all security staff who take over from hall managers to provide a 24-hour service. The campus medical centre provides a GP service. The Queen's Medical Centre is adjacent to the campus. Students in external halls are provided with information about NHS drop-in centres and are strongly advised to register with a GP. University-appointed wardens, assistant wardens and tutors in on-campus and off-campus halls check on the wellbeing of students.

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 website provides very detailed and helpful information for students who choose to stay in privately rented accommodation. Student Advice Centre staff supply information about house-hunting, recommended areas to live, average costs, offer a contract-checking service and are able to provide help when

difficulties arise.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about student access to social, cultural and sporting events and activities is available on the website pre-arrival, in booklets and fliers, on notice boards and through the intranet and social media. Information covers the city and local areas as well as the many places to go and things to do provided by various sections of the university.

W27 Students are provided with a wealth of leisure and social activities from a number of sources, including CELE, the school of education, the international office, the student union and a variety of university societies and clubs. Students in the focus groups had enjoyed a number of events, especially those which included UK students, such as the weekly lunch-time discussion group and trips organised and resourced by the School of Education. Most activities are free, but if a charge is incurred, students are informed in good time.

W28 Thorough risk assessments are carried out for all activities; they are reviewed in the light of experience and updated. All risk assessments are monitored and signed off by the relevant safety officer.

W29 The university has impressive sports facilities which can be accessed by all students at a variety of levels from taster sessions to professional performance. Expert coaching is available and all activities are thoroughly risk-assessed. Students in the focus groups fully appreciated what was on offer.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students benefit from a high level of personal care, they have access to accommodation which is of a very high standard and is very well managed and can enjoy a wide variety of leisure, social and sports opportunities, all in a very safe environment. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

This section was inspected and updated in May 2017.

No under-18 students are enrolled on the current pre-sessional courses. Out of a total of 41, 12 under-18 students were enrolled on CELE Foundation Certificate courses in September 2016 and at the time of the spot check seven students were still under 18. Applications from under-18 students are considered by admissions office staff on an individual basis in order that appropriate measures are put in place to identify and support them and provide advice for staff who come in contact with them. All under 18s must have a guardian in the UK.

C1 The university has a detailed safeguarding policy drawn up with reference to government advice and legislation.

A senior member of staff is the lead safeguarding officer. The policy is designed in the main for students and staff who, in the course of their studies or in the delivery of training, come in contact with children. There is a short section that refers to the admission of students who are under 18, however, with more information provided as an appendix (*Appendix 11*). The policy has been reviewed since the first inspection and *Appendix 11* is now more detailed and includes a description of the particular care that is available for under 18s, although continuing to stress that under 18s are studying in an adult environment and are not supervised at all times. An important part of the safeguarding policy covers safer recruitment procedures, which include DBS checks for specified staff. (See C4 below.)

C2 The policy and procedures are made known to staff through the staff handbook. The recently appointed director of campus life is the designated lead safeguarding person but has not yet received any training. Meanwhile, the acting lead safeguarding person, the head of student services, has been trained to a high level and has had some experience of safeguarding situations in her former career. A very useful safeguarding training session was undertaken by CELE staff in October 2016 following the first inspection. This adapted Local Authority training package covered general principles, advice and information, and included relevant case studies, pertinent questions to help discussions, and some challenging possible solutions.

C3 A description of the level of care and support available to all students, irrespective of age, is provided on the website and in a comprehensive parents' guide. Additional information in the form of *Appendix 11* is sent to parents of under 18s.

C4 *Appendix 11* of the safeguarding policy states that personal and academic arrangements for under 18s include allocation of a personal tutor and, if the student is resident in university accommodation, a resident tutor and a warden, all of whom will undergo safeguarding checks including DBS checks. It was found that the school welfare officer, residence tutors and wardens are DBS checked. However, no member of CELE staff, including the personal tutors of under-18 foundation certificate students have been DBS checked, which is a serious gap in the application of this policy.

C5 Attendance of all students is closely monitored and absence from class is followed up promptly.

C6 Parents are informed that all students are treated as independent adults so no rules are laid down for what under 18s may or may not do outside class times apart from those relating to the purchase and consumption of alcohol. During induction, however, students are given advice about how to stay safe and how to keep their belongings safe. Students in university accommodation must abide by hall rules. The member of staff in charge is informed of any under 18s who take part in school or CELE leisure and social events.

C7 In accordance with university policy, students can choose any type of accommodation they wish from the many options available to them. Parents are informed that particular care is available for under 18s from hall wardens and tutors, but are not required or encouraged to request university hall accommodation for their child. At the time of the inspection eight of the students were in catered halls on campus, one was in a self-catering, university-affiliated hall, two were in private self-catering halls and one was staying with family members in Nottingham. Students in the focus group commented positively on the special care and attention they received from hall staff. The university might like to consider the benefits of all under-18 students being accommodated in university halls of residence.

Care of under 18s summary

The provision meets the section standard. The revised safeguarding policy gives care of under-18 students a much higher profile and information for parents describes the extra care that is available for them. Although students in the focus group commented positively about the particular care received from hall staff, not all students can benefit from this as, in accordance with university policy, some had chosen not to live in university halls of residence. Safer recruitment is included as part of the safeguarding policy but CELE staff, including those who are tutors for under-18 students have not been DBS checked. All CELE staff have received useful safeguarding training.
