

Organisation name	Salford Languages, University of Salford
Inspection date	12–13 November 2024

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Salford Languages, University of Salford in November 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The large English language teaching department of this university offers courses in academic English for adults (18+) and young people (16+) on campus and online.

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

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

Introduction

The University of Salford is an institution of approximately 2,800 staff and 26,000 students. English language teaching is based in Salford Languages (SL). SL is based in the International and Regional Development (IRD) directorate.

In addition to offering Modern Foreign Languages teaching as part of degree programmes, SL offers three types of English Language courses:

International Foundation Year (IFY) is a two-semester, full-time, Level 3 programme, with September and January starts, leading to direct entry to a wide range of undergraduate courses. SL provides the ten-hour-per-week English and Study Skills (ESS) module on the IFY and is responsible for managing the whole course. The university's four schools provide subject teaching in Engineering, Science, health-related subjects, Computing, Music, the arts and Media Technology, while SL provides subject teaching in Social Sciences, Business and Economics.

Pre-sessional English (PSE) is a full-time programme (20 hours per week) in academic English and academic skills designed for students aiming to progress to postgraduate study at the university. It is available throughout the year and is delivered in two five-week blocks in the summer. The number of blocks a student must attend depends on their level of English at entry.

The Learn English for Academic Purposes (LEAP) programme provides in-sessional support for students at the university, primarily postgraduates. The provision is delivered through a series of lessons, workshops and tutorials which can form part of a student's programme of study, or which students can sign up for according to their perceived need for support.

The inspection lasted two days. The inspectors had meetings with the director of IRD, the director of SL, the director of student administration, the head of customer services, the head of home office compliance, two programme managers, the operations manager, the sports centre operations manager, the student participation manager, the Campus Living general manager and assistant general manager, the student residences operations manager, the residence and campus life manager, the associate director of estates, the head of learning and research support, the marketing officer for international recruitment, the university safeguarding lead, the culture and respect manager, the recruitment team HR lead, and the head of emergency management and security. One focus group meeting was held with students and one with teachers. Most teachers timetabled during the inspection were observed teaching either face-to-face or online. One inspector visited the main residence accompanied by the university's operational manager (residential services) and the general manager of the partner organisation.

Address of main site/head office

Maxwell Building, University of Salford, The Crescent, Salford M5 4WT

Description of sites visited/observed

The University of Salford occupies a large urban campus about two miles from the centre of Manchester and just over one mile from Media City Salford, where it has another, smaller campus. A main road and a railway pass through the campus, the latter with a station in the middle of the campus, providing excellent public transport links. Although not part of the university, the Salford Museum and Art Gallery is situated in a prominent position on the site. SL is located on the eighth and ninth floors of the Maxwell Building. Maxwell also houses the university's main reception, the medical centre, a large refectory, food outlets and a shop. Much of the English teaching takes place in Maxwell and the rest is dispersed around the campus in at least six other buildings. The Clifford Whitworth Library, University House (where central student support services and the Student Union are located), a variety of refectories, coffee shops and cafes, a swimming pool and other sports facilities are also located on campus, five to ten minutes' walk from Maxwell. Some partner-owned residential accommodation is also on the campus, ten minutes' walk from Maxwell.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applied English/Content and language integrated learning (CLIL)	<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"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the time of the inspection IFY/ ESS and LEAP classes were running.

Management profile

SL sits within IRD. The director of SL is responsible for all aspects of academic and operational management. He is supported by four teaching and learning managers and one operational manager, and he reports to the director of IRD, who in turn reports to the pro-vice chancellor, academic development.

Accommodation profile

The provider does not itself provide accommodation. It has an exclusive partnership agreement with a private accommodation provider which owns and manages halls of residence on the campus. The main residence used by the provider's students was built in 2015 and provides 1,367 ensuite rooms with shared kitchen/lounge facilities. The other residence, which is used more occasionally, is located in a more distant part of the campus and was built in the sixties. It consists of three to four-bedroom apartments with shared bathroom and kitchen facilities, and is less popular and significantly less expensive. In practice, there is limited use of halls of residence by the provider's students, most of whom find their own accommodation or live locally with (extended) family.

The main residence consists of 213 flats with between five to ten beds in each. It offers six room types with varying degrees of luxury, a communal kitchen/lounge and ensuite facilities, and is set in landscaped grounds. Communal facilities include lounges, study areas, a launderette, a gym and two cinema rooms. The hall has its own 24-hour security team, who work collaboratively with the university's own team.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation has clear goals and values, sound quality and review procedures and good human resources support and development. Student administration is of a high standard and the management of the provision operates to the benefit of students. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Well-developed policies and practices promote safety and security. The provider's staff collaborate very effectively with student services to meet the needs of students for information, pastoral and health care. Residential accommodation is of a very high standard, although in reality few of the provider's students stay there. A very good range of well-organised leisure and sporting activities is available. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are generally sound.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence**Management**

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The goals and values of the university are clearly articulated on the website and across multiple platforms. Every effort is made to encourage staff to feel part of the institution and to understand and 'own' key 'Salford behaviours'.

M2 There is a clear direction of travel for SL with well-articulated plans for the future; the plans are realistic and achievable and are being developed in close alignment with the university's overarching strategic ambitions.

M3 The structure of SL is clear and works very well. Key staff look after specific courses and are able to cover for each other at all times. A dedicated administration team looks after student support and enrolments liaising closely with central university admissions.

M4 Channels of communication are clear, appropriate and work well. Meetings at various levels take place frequently, information is minuted, actioned and disseminated. Staff in the focus group felt involved in, and very much a part of SL and the wider university.

M5 Feedback from students is collected in a variety of ways including individual tutorials and end-of-course formal feedback. The structure of SL allows and encourages students to give feedback at any time. All of these channels have a welfare/pastoral element allowing SL to respond quickly to any issues and refer students on where necessary. The student voice is actively sought and helps to inform future planning.

M6 Feedback from staff is looked for and encouraged through regular staff meetings, staff engagement surveys, an annual all staff day and a cross-programmes SL survey. Staff in the focus group meeting felt very much part of a team, encouraged to give feedback and that their opinions were listened to and acted upon.

M7 Effective systems are in place for reviewing SL locally and as part of the overall quality systems of the wider university. The quality review cycle incorporates multiple sources of feedback and consistently measures student outcomes to inform change and development of the programmes.

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

Comments

M8 There is a comprehensive suite of HR policies. Staff are given information and guidance on these at induction; they are in the staff handbook, and all are available on the university intranet.

M10 Detailed and well-documented procedures are in place for all parts of the recruitment process. All staff records sampled had the required checks and documentary evidence, including asking referees about a candidate's suitability to work with young people and vulnerable adults.

M11 There are clear, thorough and documented induction procedures to support staff both within SL and the university. The most recently appointed members of staff were very positive about their induction; they felt welcomed into the organisation and well prepared and supported for their roles.

M12 Sound monitoring and appraisal systems are in place and available to staff. The procedure for handling unsatisfactory performance is detailed and clear; good performance is highlighted and complemented by a university-wide 'thank you' recognition process.

M13 A well-established culture of learning and continuous development for all ensures development needs and opportunities are identified and offered to all staff.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Evidence of consistently good feedback from students and their representatives was seen. Students in the focus group were very positive about the helpfulness and availability of staff.

M15 Comprehensive pre-course information and advice is readily available to students before enrolment; this advice and guidance continues to be offered throughout their studies at the university.

M16 Enrolment procedures are very efficient with the administration team in SL working closely with the university admissions team to ensure a highly personalised service is offered to students and their representatives. Record systems are clear and easily accessible.

M18 A very clear attendance policy is in place, enforced and made known to students before arrival and at induction.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main medium of publicity is the website.

M25 At the time of inspection there was very little information on SL web pages about the level of care and support given to any students aged under 18. Information was added and a link to main university information on safeguarding. This is no longer a point to be addressed.

M27 At the time of inspection teaching staff in SL were referred to as 'experts', a claim which could not be justified. This was amended at the inspection and is no longer a point to be addressed.

M28 At the time of inspection the website incorrectly attributed SL 'centre of excellence' status. These references were removed at the time of inspection; this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Comprehensive policies, procedures and detailed risk assessments are in place to ensure the safety and security of students and staff throughout the campus.

P2 Premises are of a high standard; clean, spacious and well looked after, with a clear SL centre identity.

P3 Classrooms are of different sizes, all bright, well furnished and well equipped providing a very suitable learning environment.

P4 Students have ample space across the campus to relax and socialise, including various cafes, indoor and outdoor seating areas and many dedicated study areas. Free drinking water is available in all university buildings.

P6 Staff space is generous; all staff have an office, shared or individual with desk and work station, access to a staff kitchen, a large meeting/preparation room and various comfortable relaxation areas.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Excellent learning resources are available to students, both paper-based and electronic, available on the virtual learning environment (VLE). Students are given coursebooks where appropriate and access to additional learning resources in the learning resource centre and central library.

P8 Teachers have access to plentiful resources on the VLE and in the teacher resource room. Materials and resources can also be requested through the library; a close working relationship between SL and the central library ensures resources are always available and updated.

P9 Technology in classrooms is impressive. All classrooms are equipped with interactive whiteboards (IWBs) or large screens staff benefit from very good in-house technical support and training.

P10 Students have access to all of the university libraries as well as SL's own dedicated learning resource centre, equipped with computers, printers and a photocopier. Students in the focus group spoke very highly of the libraries and the resource centre. SL and library staff work together to ensure a comprehensive induction and ongoing guidance and support is given to students.

P11 Resources are reviewed both formally as part of programme review and continuously through feedback and requests from staff and students.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
<p>The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.</p> <p>The academic staff team has a professional profile (qualifications and experience) that is highly appropriate to the organisation's context. The management team is very well qualified and experienced, and all academic staff have a very suitable professional profile.</p>	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments	
<p>T5 There are clear and effective cover procedures with members of staff always timetabled to provide cover.</p> <p>T7 Excellent processes are in place to ensure a smooth and effective induction for new teachers, including a comprehensive introduction to SL and a system of buddying newer teachers with more experienced teachers.</p> <p>T8 Teachers spoke very highly of the collegiate and supportive environment within the centre, especially the day-to-day support they received from the academic managers. There are regular designated times for teachers and academic managers to work together to discuss lessons and strategies.</p> <p>T10 It is evident that the university promotes a culture of learning and continuous development for all. CPD is encouraged and CPD records show a good mix of in-house ELT specific CPD and external CPD. Support for upgrading qualifications and attending external events is available. Staff in the focus group spoke very highly of the CPD they received and participated in.</p>	

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments	
<p>T11 Course design is clear and detailed for all courses. It has been thought through carefully and covers all relevant aspects of language and strategies that students need to prepare them for their main degree courses. Students and teachers are given details of the course, the assessment criteria and scheme of work in advance.</p>	

T12 An impressive aspect of the course design is the inclusion of major opportunities for students to develop their language skills in a real world context, taking advantage of the many opportunities the wider university offers and equipping students for the next steps in their studies. Independent learning underpins every aspect of the course design and is constantly reinforced.

T13 Courses are reviewed formally through the university review mechanisms and, at a more local level, student and staff views. Reacting quickly to a changing student profile and developing needs allows for courses to be constantly updated.

T14 Course outlines and objectives are clearly explained on the VLE and in student handbooks, so always accessible as a reference point for students. They include all aspects of the different courses, including assessment where this forms part of a course.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T15 Effective placement procedures are in place. Students are normally grouped according to their IELTS score but nationality and gender mix are taken into account in the compiling of classes.

T16 Regular assessments, tutorials and monitoring of progress feature in the courses. Progress against goals is constantly and consistently monitored, tracked and recorded on the VLE so that students can access information about how they are progressing at all times.

T17 Learning support is integral to all programmes. Tutorials provide individual review and planning to assist in areas where students are having difficulty and teachers are always alert to how students are or are not progressing.

Classroom observation record

Number of teachers seen	11
Number of observations	10
Parts of programme(s) observed	All

Comments

One teacher teaching a LEAP session on the days of the inspection was not observed as no students were present. One team taught class was observed. Three of the classes observed were online.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 All teachers observed demonstrated sound knowledge and awareness of the linguistic systems of English. Explanations were mostly relevant and concise. In many lessons teachers provided well thought out examples of concepts under discussion, including good explanations of grammatical structures and academic vocabulary. Occasionally some unclear or imprecise explanations were given which were potentially confusing for students.

T20 Teachers were aware of the learning needs of their students and courses were carefully designed and structured to really focus on students' needs, to equip them for their current and future studies and life in the UK. The content of all lessons was very focused on the overall course objectives and took the cultural background of students into account.

T21 Aims and outcomes were seen in all lesson plans and in most cases made explicit to students at the start of the lesson. A real integrity was evident in well-structured lessons with links back to the previous lessons and learning. There was some excellent teacher signposting of lesson content and phases to highlight the coherence of course and lesson.

T22 A range of appropriate techniques was seen in most classes including elicitation, nomination, good prompting and concept checking. Some good questioning to check meaning efficiently and an appropriate variety of interaction patterns and task types were seen in most classes. However, opportunities for interaction were often missed, particularly in online classes, and in a few cases, teachers' talk was over prominent and instructions were long winded and unclear.

T23 Classroom management was generally skilled and effective. Students were sometimes thoughtfully seated and grouped to facilitate learning, but many classes were seated in rows facing the front with no opportunities for students to move around or interact easily. Competent use of technology was seen; materials were very appropriate for purpose and well presented.

T24 In the best segments seen teachers routinely monitored group and pair work, prompted discussion and provided some feedback. Teachers praised and encouraged students, and most teachers checked exercises; reference was made to previous learning. However, at times there was insufficient correction of mistakes including basic errors, and limited exploration of learner errors with further explanation, practice and extension work.

T25 In some segments teachers were checking students could use new language by getting students to use the language in contexts specific or personal to them. At times, there was insufficient checking if students could use new language in different and personalised contexts.

T26 There were very high levels of student engagement in almost all classes, reflected in student participation and initiation. Teachers managed to establish group coherence and a sense of shared purpose through strong presence and rapport, and careful management of activities.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 The university's critical incident plan is comprehensive and regularly reviewed and tested, with an annual business continuity exercise in November. Stakeholders are aware of the relevant parts of the policy and their role in the event of a critical incident. An app used by students and staff includes GPS tracking of the campus location of affected students in the case of a critical incident.

W2 There is a strong pastoral care ethos in the university, and this is evident in the centre. Students are clear about the people to speak to if they need support, and there are very good mechanisms in place to ensure timely and appropriate support. Staff in the centre work closely with colleagues in other support services to deliver an excellent service.

W3 The university has very good policies relating to diversity and inclusion, and these are evident in the activities of the provider. Tolerance and respect feature prominently, and these are also evident in the content of some modules of the IFY programme.

W6 There is very good access to health care provision. Students are encouraged to register with the on-campus GP service, and there is a 24-hour first aid service available via the university security team.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 The residences used by the provider are of a very high standard. All rooms are spacious, with the main residence offering ensuite facilities. The shared kitchen/lounges are generous in size and well equipped. Communal facilities are well managed.

W10 Students' contracts are comprehensive and are written in accessible language.

W11 Any issues with student accommodation are dealt with very efficiently. The provider works proactively and sensitively with the private residence company to share and resolve any concerns.

W12 The partnership agreement clearly sets out terms and conditions in comprehensive detail.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

The university does not offer homestay accommodation.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The applicable criterion in this section is met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W19 A wide range of events and leisure opportunities is available via the student union and other university-wide provision, and these were commented on very positively by students. The campus has a sports centre with pool and fitness facilities as well as an all-season pitch. There are a number of international societies at the university in which students in the centre can and do participate.

W22 There is a clear emphasis on health and safety in all of the activities and clubs organised for students. Annually reviewed, comprehensive risk assessments are central to delivery, with a strong focus on student well-being also evident.

W23 Staff leading sports activities are well qualified. These members of staff are also offered many opportunities for further personal development, for example in cardiac assistance. Students leading club activities are able to access development in areas such as leadership and budgeting.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

At the time of the inspection, the provider had four students aged 16–17 out of a total of 101 full-time students on accredited provision in the centre, and this is fairly typical of the proportion of under 18s enrolled at this point in the academic year.

S1 The university has a robust institution-wide safeguarding policy, with additional procedures specifically for English language students aged under 18. The two designated safeguarding officers work closely with the teaching team in the centre and liaise with colleagues in other parts of the university to review and update procedures and policy. However, neither document included guidance on handling delayed suitability checks. This omission was rectified in the course of the inspection, and so is no longer a point to be addressed.

S2 All staff are trained to at least basic level, and the university safeguarding officer and the school's two designated safeguarding officers are all trained to specialist level. The safeguarding policy is available online to all staff, and is referenced in staff handbooks and on the university website. The private residence partner demonstrated a good understanding of the application of the safeguarding policy in their accommodation.

S5 There are very good systems for the supervision and safety of under 18s during scheduled lessons. There is a comprehensive separate induction for under 18s, and the provider's designated safeguarding officers have weekly meetings with students aged under 18 and keep detailed tutorial notes. Under 18s are highlighted in registers, and there are robust procedures for any non/late arrival in class.

S6 All students under the age of 18 have local guardians, and at the time of inspection, all of these students were living with family members. The culture and practices for keeping these students safe are well-embedded, with regular meetings with the students taking place, but it is not currently university policy to formally monitor or risk assess what these students do outside the scheduled programme.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Salford Languages offers the University Wide Language Programme (UWLP), credit and non-credit bearing modules in a variety of modern languages.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	QAA

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	(March)
Full-time ELT (15+ hours per week) 18 years and over	97	140
Full-time ELT (15+ hours per week) aged 16–17 years	4	10
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	N/a	N/a
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	101	150
Adult programmes: advertised minimum age	16 (IFY) 18 (PSE)	16 (IFY) 18 (PSE)
Adult programmes: typical age range	18–23 (IFY)	18–23 (IFY)
Adult programmes: typical length of stay	5–10 weeks (PSE) 28–30 weeks (IFY)	5–10 weeks (PSE) 28–30 weeks (IFY)
Adult programmes: predominant nationalities	Bangladeshi, Pakistani, Nigerian	Bangladeshi, Pakistani, Nigerian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
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Note: Estimate for the number of LEAP students (not included in the totals above) is 200–300 at peak and during the inspection (demand is high and relatively constant from October through April on LEAP). Many of these students study with SL for fewer than 5 hours in total.

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	11	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	Many across the university	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4
Comments	
One academic manager was teaching two hours and one academic manager teaching one hour in inspection week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	11
TEFLI qualification	0
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	11
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	4	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	4
Staying in privately rented rooms/flats	93	0

Overall totals adults/under 18s	97	4
Overall total adults + under 18s	101	
Items requiring early action		
N/a		