

Organisation name	University of Worcester
Inspection date	16–17 February 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited the University of Worcester in February 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of student administration, premises and facilities, learning resources, course design, teaching, care of students and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	March 2013
Last full inspection	March 2013
Subsequent spot check (if applicable)	July 2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Modern foreign language (MFL) modules and teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

## State sector

Type of institution	University
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Jenny Lind building, Farrier Street, Worcester WR1 3BB
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The language centre is now located in purpose-built premises in the Jenny Lind Building which it shares with the School of Law and other university departments. This building forms part of the university's City Campus in the centre of Worcester.

## Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	14%	14%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	95	125
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	95	125
<b>Advertised</b> minimum age	18+	18+
<b>Actual</b> minimum age	18+	18+
<b>Advertised</b> maximum age	N/a	N/a
<b>Actual</b> maximum age	25	25
Typical age range	18-25	18-25
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Chinese, Czech	Chinese, Czech
Number on PBS Tier 4 General student visas	15	17

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	5	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### Academic manager qualifications profile

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
<b>Total</b>	<b>3</b>
<b>Comments</b>	
The three members of the academic management team cover all aspects of the Language Centre's work: EFL/EAP, teacher training and MFL. Each has primary responsibility for one of these areas with the first two being covered by the TEFLQ managers and the third by the non-TEFLQ director of the centre. The EFL/EAP co-ordinator was on sick leave during the inspection. Her duties were being covered by the other two members of the team.	

### Teacher qualifications profile

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	5
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	<b>5</b>
<b>Comments</b>	
Academic managers are not included in the above number.	

### Course profile

<b>Eligible activities</b>	<b>Year round</b>		<b>Vacation</b>		<b>Other - N/a</b>	
	<b>Run</b>	<b>Seen</b>	<b>Run</b>	<b>Seen</b>	<b>Run</b>	<b>Seen</b>
General ELT for adults	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The Language Centre also provides support in academic writing in twenty minute 'drop-in' one-to-one tutorials and a module in language awareness for students interested in becoming EFL teachers.

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	25	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	5	0
Staying in privately rented rooms/flats	65	0
<b>Overall totals adults/under 18s</b>	95	0
<b>Overall total adults + under 18s</b>	95	

#### Introduction

The University of Worcester was originally founded in 1946 as a teacher training college. It has held degree-awarding powers since 1996 and assumed its current title in 2005 when the former University College Worcester was granted full university status.

The University has three campuses. When first inspected the Language Centre was located on the main campus but has since moved to the City Campus. It previously sat within Students Services but, following a restructuring exercise, is now within the international department; the Language Centre director reports to the pro vice chancellor international.

The inspection lasted two days. Meetings were held with the pro vice chancellor international, the director of the Language Centre, the Language Centre administrator, the director of studies (Cambridge assessment), the language advisor, the languages liaison librarian, the head of students experience and induction, the exchange and study abroad co-ordinator, the health and safety co-ordinator, the assistant director security operations, the head of hospitality services, the deputy residential services manager and an accommodation assistant. Two focus groups were held with students and one with teachers. One inspector visited two halls of residence on city campus.

## 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The management structure is clearly demonstrated in an organogram; there are a number of senior staff within the language centre who are able to ensure continuity at all times.

M3 Met but job descriptions are not dated and occasionally omit some job requirements.

M4 There are regular meetings between senior managers, including the Language Centre director, in the international department. The permanent staff in the Language Centre meet monthly; hourly paid lecturers (HPLs) attend a briefing meeting at the beginning of each semester.

M6 Copies of qualification certificates and references had been obtained in all cases, although the former were not dated and signed.

M7 There is a generic university-wide induction programme for newly-appointed staff. Local induction procedures are less clearly defined, but a mentor is nominated for each new member of staff.

M8 All staff, including HPLs, had been appraised within the past twelve months, but some appraisal documentation was cursory and in one case the target set for the year had not been agreed with the appraisee.

M9 A wide range of continuing professional development (CPD) opportunities is offered by the university. Within the Language Centre, each member of staff is provided with an annual sum of money to cover CPD activity such as subscriptions to professional journals and conference attendance. Teachers felt that conference experiences could usefully have been shared with peers and that, in general, there was a lack of in-centre CPD.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 It was clear that staff, systems and computer resources are more than sufficient to meet the needs and expectations of the students as was confirmed in the focus group. Investment in IT packages is high and information requested was quickly retrieved.

M11 Information is mainly web-based. Pre-sessional course students are mainly from partner universities overseas and are informed through them. Other students are already in Worcester; they choose elective modules in the Language Centre which they combine with their core course modules. They receive initial advice at *First Point* (the first port of call for student services in the university) and are then put in contact with the Language Centre for further advice. Students were very satisfied with these arrangements and felt their needs were met.

M12 These procedures are carried out in the finance office or at *First Point*; students were impressed by the sensitivity and efficiency of staff there.

M13 Emergency contact details were recorded in all student records sampled; the student records database automatically notifies administrative staff if they have not been collected. The relationship of the contacts is noted but not whether and to what extent they speak English.

M14 There is a policy and attendance is monitored, at first on paper registers which are then duplicated electronically. The Language Centre monitors attendance on its own courses and modules, but the principal responsibility for monitoring falls on the department where students are registered for their core modules.

### Quality assurance

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

### Comments

M16 No action plan was available until this was pointed out during the inspection; one was then made available. Some points to be addressed had been but a number of significant changes said four years previously to be imminent, such as the introduction of permanent contracts for HPLs, had not happened.

M17 There is a comprehensive and robust review process within the university in general which also applies to the Language Centre.

M18 The Language Centre collects feedback on academic services from students on credit-bearing modules principally through module management meetings at which student representatives from the modules meet language centre staff. The outcomes of these meetings are posted on the university's virtual learning environment (VLE) and can be accessed by all students and teachers involved in subsequent runs of the module. The Language Centre does not collect initial feedback from these students but other departments within the university, such as the accommodation office, do. Feedback on the pre-sessional course is collected in initial and summative questionnaires and there is an annual web-based anonymised survey for academic writing support drop-in students.

M19 Staff are able to provide feedback through the appraisal system and in module evaluation reports which record individual teachers' views on academic practice but there is no anonymised survey of staff opinion within the Language Centre.

M20 There is a brief and clear section in each course and module handbook directing students towards the university's complaints policy but the latter is not always written in clear and accessible English.

### 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 type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

The principal medium for publicity is the university's website, supplemented with a number of single page information sheets used principally within the university.

M23 There are satisfactory course outlines on the Language Centre's web pages.

M24 Some of the required information is provided but the minimum enrolment age is not given and the maximum class size is not easily found.

M25 Although some of this information is available, the cost of the leisure programme and course related examination fees is not. Other information is not easy to find in terms and conditions.

M26 The description of the accommodation offered and of the differences between the various types of accommodation available is full and clear.

M27 Details are available on the *International* web pages.

M29 Met but the Language Centre does not yet use the current Accreditation Scheme marque. This could easily be introduced on stationery and on the website.

## Management summary

The provision meets the section standard and exceeds it in some respects. Staff management and quality control are generally effective and publicity is adequate. *Student administration* is an area of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R2 The building housing the Language Centre is comparatively new and in a very good state of repair, cleanliness and decoration.

R3 Classrooms are large, well-shaped, quiet and flexibly furnished. In one case, the blinds were not long enough to prevent the room from becoming uncomfortably hot with even winter sunshine.

R5 Signage is clear and well-positioned. There are well-organised noticeboards and other displays in and near the Language Centre.

R6 Teachers and administrative staff have a large open-plan office with a good sized kitchen with ample seating opening off it. Permanent staff have their own desks; HPLs hot desk.

### 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 type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R7 There is a good range of learning materials for each course or module. These are listed on the VLE; they include print materials that can be borrowed from the centre library and digital materials, some multi-media that can be

accessed through the VLE. There is also an online EAP course used as self-access material and to give students at partner universities overseas an introduction to EAP before they arrive at Worcester.

R9 Classrooms are equipped with interactive whiteboards (IWBs) which were well-used by the teachers. The university's IT services team could be contacted from the telephone in each classroom. They were responsive when needed and able to solve most problems remotely. When they did need to visit the classroom, they were quick to do so.

R10 There were excellent areas for study and self-access work, well-equipped and organised and ranging from quiet to silent environments, in the Hive, the university library located near the Language Centre, and a number in the building housing the Language Centre as well.

R11 An induction that is specific to international students is provided.

R12 Materials used are reviewed twice a year in consultation with the teachers. New materials are ordered, collected from conferences and provided as samples by publishers.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Both *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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 All five teachers are TEFLQ.

T5 The rationale for the Language Centre director, who is not TEFLQ, was accepted as he has a good deal of experience of EFL management and his role in the academic management team for EFL is largely supervisory in contrast to MFL where he has primary responsibility.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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

T6 Teachers are matched to courses on the basis of their availability (for HPLs), level of experience and, if possible, their personal preferences.

T7 The Language Centre has two dedicated classrooms, which have generally sufficed with recent numbers of students. Other, centrally timetabled, rooms are available if required.

T10 The Language Centre staff share an open-plan office and this favours informal supportive interaction. In the absence of the EFL co-ordinator, teachers reported that most support was derived from peers.

T11 All teachers in the Language Centre, except those teaching IELTS classes, are formally observed by its director; he is, however, not TEFLQ. IELTS teachers are observed by another, TEFLQ, academic manager. There were some peer observations, but opportunities for these were reported by teachers to be too infrequent.



### 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 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 The summer pre-session course, the credit-bearing modules and the IELTS preparation classes all have a principled design and are described in considerable detail for teachers' guidance.

T13 There are module review meetings every semester for credit-bearing modules. Other courses have structured review systems and a number of external examiners review courses and modules as well.

T14 There are written course outlines for students but these are lengthy and too detailed being based on descriptions written for teachers with little or no modification.

T15 Learner autonomy is encouraged with substantial amounts of independent learning integrated into all course and module types using the university's VLE.

T16 The development of personal and interpersonal skills features in the course designs; the Language Centre encourages membership of clubs and societies; the international department provides events for international students; and students on credit-bearing modules are necessarily involved in other departments within the university.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 While students on the pre-session and IELTS courses need to provide evidence of their language ability or have it tested, students on credit-bearing modules self-select after having been advised by programme advisors who do not have a language background. This can lead to incorrect placement of students.

T18 Progress is assessed weekly in one-to-one or small group tutorials on the pre-session course; a similar system operates in the credit-bearing modules.

T19 Students wishing to join the IELTS class are assessed at enrolment to see if it matches their needs.

T21 Very full feedback is provided to students with their grade for the course or module together with advice about how to progress further in the future.

T22 Students, with the exception of some of those on the IELTS courses, are already in or are about to enter mainstream UK education.

### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Credit-bearing modules and one-to-one academic writing support

#### Comments

There were no IELTS preparation classes at the time of the inspection. The pre-session courses run during the summer.

## 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 checked="" 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 demonstrated sound knowledge and awareness of the use of English and its linguistic systems and provided good models of written and spoken language.

T24 The learning needs of students were well taken into account, especially in the language advice classes, and there was a good attempt at responding to the specific requirements of a number of disciplines.

T25 Learning aims were clear and were shared with the students. Lessons were well staged and there was a coherent sequence from the familiar to the unfamiliar.

T26 A wide range of appropriate techniques was seen but at times teachers talked too much and this resulted in more limited opportunities for student practice.

T27 IWBs were put to good use with, for example, helpful colour coding. There were excellent worksheets and PowerPoint presentations. Students were kept active, working on sorting and arranging language extracts to help them move from base descriptive writing to a more critical approach. Groups were often rearranged and were consistently closely monitored.

T28 Students received prompt feedback on performance and were encouraged to self-correct. At times, however, opportunities for correction were missed, even in one-to-one sessions.

T29 Teachers generally checked that learning aims had been covered and understood.

T30 Students were involved and occupied and worked well in groups. The learning atmosphere was consistently positive.

## Classroom observation summary

The teaching observed met the requirements of the Scheme. Teachers demonstrated good knowledge of linguistic systems, especially of English for academic purposes. Lessons were well planned and linked to the syllabus. Targeted outcomes were generally stated. Teaching was delivered effectively with good use of resources and awareness of student needs.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Programmes of learning are managed for the benefit of students. Teachers are experienced and well aware of what students need. The teaching observed easily met the requirements of the Scheme. *Course design* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

#### Comments

W1 The high priority accorded to safety and security of staff and students is evidenced through sound policies and effective procedures carried out by responsible and competent staff. Risk assessments are in place for all buildings, including residences, and documentation showed details of fire evacuation drills which had taken place in all residences early in the academic year. Outside contractors carry out portable appliance testing, and fire safety equipment is checked regularly. CCTV cameras are in operation campus-wide, and security staff are on duty 24 hours per day throughout the year. All members of the security team are first aid trained, as are reception staff and other members of staff in specific areas. The university has a full-time health and safety co-ordinator. Students are given sensible advice about campus safety and care of their belongings.

W2 Students benefit from a high level of pastoral care provided by a number of people, including their teachers and personal tutors and, most effectively, by central student services staff based at *First Point* on St John's Campus. All students spoken to commented very positively on the range and quality of services available at this central source of information, support and guidance. Staff are made aware of all the services through a useful guide and students learn about them through their welcome pack and induction sessions. Services range from general student support and promotion of wellbeing to counselling and help with mental health problems. The university chaplain meets students at induction and there is a multi-faith room at St John's Campus and a Muslim prayer room at City Campus.

W3 Students spoke of a named place, *First Point*, rather than a named person and all felt they had been helped in a variety of situations by the right person or had been referred to the appropriate specialist. The reception area of *First Point* is welcoming, the staff are friendly and competent, and there are a number of screened areas for quiet conversations, as well as private counselling rooms for confidential discussions.

W4 A clear and detailed policy, which includes a list of types of unacceptable behaviour and how to get help, is available on both the staff and the student portals. The policy also covers cyber bullying. A similarly detailed Prevent policy is in place, underpinned by sensible and sensitive procedures to be followed, and overseen by the assistant director security operations, who is responsible for arranging the training of relevant staff.

W5 The welcome pack includes a wristband with the emergency number on it. At induction, students are told to put the number into their mobile phones. Senior personnel are available on a rota system to deal with emergencies reported through the security service.

W6 Students are given very clear location and transport details, including estimated costs, on the website and in pre-arrival information. A free pick-up service is available from Birmingham airport at specific dates throughout the year and from Heathrow in September. Students are met by student ambassadors, brought to the campus to receive their welcome pack and are then taken to their accommodation by university minibus.

W8 The university has a health and wellbeing centre on city campus; students in residences are recommended to register with the medical centre adjacent to the university and others with a GP near their accommodation.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

The university provides over 1,000 study bedrooms in self-catering residential accommodation on both campuses. Most residences are owned by the university and managed by the university accommodation service; others are privately owned but managed by the university service. Residences range from traditional through standard and standard plus to ensuite and ensuite plus, providing flats with variants of four to ten single study bedrooms with shared kitchens and dining areas. Traditional and standard residences have shared bathroom and toilet facilities. The university also manages a number of student houses that are owned by accredited landlords. Contracts are made with the university, and accommodation staff are responsible for all operational aspects of the provision. Information about privately-rented accommodation, also with accredited landlords, is provided, but all contracts for these lettings are made between student and landlord. All residences have free Wi-Fi, 24-hour security and access to first aid, emergency maintenance and free gym membership. Two residences on City Campus were inspected, one of which was used by summer pre-sessional students. Both residences were more than satisfactory.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W9 All rooms seen were well furnished and sufficiently spacious; ensuite facilities were of a high standard. Beds are made-up ready for international students on arrival and the bed linen serves as their starter pack. Kitchens in some residences include washing machines and in others students have access to reasonably-priced campus laundries.

W13 Information about the different types of accommodation is available online. Evidence was seen of student special requests being responded to and information being provided at an individual level.

W14 All students in the focus group knew who to contact in case of problems. Residences have resident student ambassadors who check student satisfaction at an early stage, as do personal tutors. The initial student evaluation form used with pre-sessional students includes a section on general university services which could include accommodation but does not specifically do so. Problems are dealt with promptly and action taken is recorded.

W15 All university accommodation is self-catering.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W22 Students are expected to clean their own rooms, but all shared areas, including bathrooms and kitchens, are cleaned daily by university staff.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>					
<p>W26 Pre-arrival information gives some information about the local area and the <i>Worcester Guide</i> available on the website has been produced specifically for university students. At induction students are taken on a tour of the city and given an <i>Explore Worcestershire guide</i>, a <i>What's On at The Hive</i> booklet and the <i>Worcester Students' Union</i> booklet, all of which list numerous events to participate in and places to visit,</p> <p>W27 Students are encouraged to take advantage of the various activities and events arranged by the students' union and to join one of the many societies and clubs organised by and for students. Staff from International Experience, a section of student services, arranges one two-day residential and four full-day trips for students on the pre-sessional course. They also organise a number of social events on campus and external visits during the year and work together with a local charity to arrange activities for students who remain in Worcester over the Christmas vacation. Student ambassadors and members of staff accompany students on trips.</p> <p>W28 All activities are fully risk assessed using a detailed university template and are checked by a senior member of staff. Risk assessments produced by external venues are checked and, if necessary, are modified to suit the needs of participating students.</p> <p>W29 There are opportunities for students to take part in a variety of sporting activities under the guidance of professional coaches.</p>					

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### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. Students benefit from a high level of pastoral care in a safe and secure environment. They are provided with sufficient information and advice to enable them to enjoy a full and safe experience in Worcester. There is a wide choice of suitable university residential accommodation which is well managed. A varied and interesting leisure programme is available from a number of sources and especially the students' union and International Experience. *Care of students* and *Leisure opportunities* are areas of strength.

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