

Organisation name	Anglia Ruskin University, Cambridge
Inspection date	7–8 December 2022

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 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.	N/a

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Anglia Ruskin University in December 2022. 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 English language teaching department of this university offers courses in academic English for adults (18+) in university premises and online.

Strengths were noted in the areas of premises and facilities, learning resources, academic staff profile, academic management, course design, teaching and care of students.

The inspection report noted a need for improvement in the area of staff management.

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

Introduction

Anglia Ruskin University (ARU) currently has 48,000 students, 28,000 of which are studying on its campuses in Cambridge, Chelmsford and Peterborough; 28 per cent of its student population is international. ARU's language centre is located within the Faculty of Arts, Humanities and Social Sciences (AHSS) on the Cambridge campus. Since the last inspection there has been a change of director in the language centre but the teaching team, although reduced, is well established.

The inspection was carried out over two days. All teachers timetabled during the inspection were observed. Meetings were held with the vice chancellor, the AHSS deputy dean research and innovation, the AHSS deputy dean education, the head of health and safety, the deputy secretary compliance and risk, the language centre director, the business development manager, the school of humanities and social sciences learning, teaching and assessment lead, a housing management officer, the faculty human resources business partner, the duty security manager, the AHSS administrative manager, the language centre subject librarian, a representative of the students' union and a faculty student engagement officer. Focus group meetings were held with language centre teaching staff and students. One inspector visited one student residence, the students' union, the library and the gym.

Address of main site/head office

Anglia Ruskin University, East Road, Cambridge, Cambridgeshire CB1 1PT

Description of sites visited/observed

ARU language centre is located in the Helmore Building on the Cambridge campus. The campus is centrally located in the city and there are shops, cafés, restaurants and a wide range of amenities nearby. Helmore building is in the centre of the campus and the main university library is housed there along with student services, the students' union, a café, restaurant and a gym. The language centre is on the third floor and has its own teachers' room, a learning resources centre and two dedicated classrooms, although some teaching takes place in other rooms across the campus.

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 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"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
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

ARU language centre delivers online and face-to-face full-time pre-sessional courses. At the time of inspection only the online course was being delivered, two participants on which were resident in Cambridge and the others overseas. In addition, the language centre delivers English language support classes for degree students, English language modules for exchange students, one-to-one English language consultations, embedded taught sessions on academic integrity and English language testing for international students at ARU.

There is currently no English language provision being delivered at the Chelmsford and Peterborough campuses.

Management profile

The management team consists of a director and a business development manager. The previous director left in July 2022 and has been replaced by a new director on a 0.6 contract. The new director is TEFLQ and has been a principal lecturer in EFL at ARU for some years. She also has leadership experience in an academic context as a former deputy head of department and as a director of studies. The other 0.4 of her role is as personal development community lead in the faculty. The business development manager has been in post for several years but his

responsibilities have changed over time from that of an external recruitment and development role to one of a more internal development and support role.

Accommodation profile

Accommodation is offered in three university-owned halls on or adjacent to the campus, student houses, and residences owned by third parties. University rooms, which are organised in flats with a shared kitchen, are ensuite or have shared bathrooms.

Summary of inspection findings

Management

The provision meets the section standard. The organisation has clear goals and values and offers a comprehensive programme of continuing professional development (CPD) opportunities for its staff. Communication is good both within the language centre and with the wider organisation and appropriate feedback systems are in place. There is a need for improvement in some aspects of *staff management and development*, in particular those relating to associate lecturers.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Staff and students have access to good facilities for work and relaxation. Learning and teaching resources are plentiful and of a high standard. There is good guidance and support in the use of learning resources and facilities. *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. Teaching staff and the management team are well qualified and experienced. Courses are well designed, and delivery is well managed.

The teaching meets the requirements of the Scheme and exceeds it in some respects. Students are highly engaged and benefit from confidently and well executed teaching. *Academic staff profile, academic management, course design* and *teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Students benefit from well-managed student services, a wide range of out-of-class activities is offered, and suitable accommodation is available. *Care of students* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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.	Met
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.	Met
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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
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.	Not met

Comments

M1 Evidence was seen of staff engagement in the process of creating the statement of goals and values. Senior leaders were aware of key issues in relation to ELT in the organisation and highlighted its importance in the internationalisation plans of the university.

M4 Staff reported that they are well informed, and that communication is effective and takes place in multiple formats. The director of the language centre sits on a number of faculty and university-wide committees.

M7 Staff teams hold wrap-up meetings at the end of courses where action points are noted but there is no documented evidence of annual improvement or development planning.

Staff management and development	Need for improvement
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M9 The job descriptions of the director and business development manager are out of date and do not accurately reflect their current roles and responsibilities.
M10 References are not routinely requested in the recruitment of associate lecturers.
M12 There is no formal appraisal process in place for associate lecturers.
M13 Evidence was seen of good staff engagement with CPD. The university offers a comprehensive programme of CPD that is available to all staff. In addition, the language centre offers a series of development workshops and the faculty also holds two staff development days each year.

Student administration	Need for improvement
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

All criteria in this area are fully met.

Publicity	Need for improvement
M22 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
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The university website is the sole medium of publicity.

M26 The university does not recruit students under the age of 18.

M29 The Accreditation Scheme marque is currently not used in ARU publicity.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P3 There are a number of areas for relaxation on campus including a large area on the first floor adjacent to the Helmore cafe and students' union building. There are extensive indoor and outdoor spaces for eating and relaxation around the courtyard. In addition, any face-to-face language centre students have sole use of the learning resources centre on the third floor of Helmore as a private study or relaxation area.

P4 There are several drinking water fountains available throughout the teaching buildings and a wide range of café and restaurant options on campus. As the campus is in the city centre there are many cafés, restaurants and food outlets nearby.

P6 The staffroom is very bright and spacious for the current number of staff. It has desks, PCs and a photocopier as well as a pleasant relaxation area with a fridge and personal storage for staff. The room also houses a large collection of teaching resources.

Learning resources	Area of strength
P7 There are sufficient learning resources 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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Students commented positively on the quantity and quality of learning resources available, both in the library and on the online learning management system. Some of these resources are published materials and others are created by staff in the language centre.

P8 Staff also commented positively on the availability of teaching resources. They also design and develop their own bespoke materials, and these are shared amongst the team.

P9 All rooms were well equipped, and staff commented that there is rapid and responsive technical support and that considerable training has been provided in the use of technology for learning and teaching.

P10 The university library has a large number of computers and a laptop borrowing service as well as many individual and group workspaces in quiet and noisier zones. Students have access to a large selection of DVDs, graded readers, audiobooks and on-demand TV in addition to a wide range of English language learning resources.

P11 There are drop-in and timetabled sessions for students to advise and guide them on appropriate materials and websites that can be accessed for language learning. Online induction sessions are available and there are bespoke inductions for online students.

P12 The language centre has a dedicated subject librarian who works with staff to review and develop the resources. The library has its own generous budget for the acquisition of new subject stock and staff reported that requests for resources both for teaching purposes and for the library were well supported.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 One rationale was presented and accepted in the context of the inspection. The teacher is a highly experienced language lecturer and was deployed on one-to-one language support classes at the time of inspection.

T3 The teaching team are very experienced, particularly in areas relevant to the courses that are being delivered. Their knowledge and skills of online delivery is extensive, and they have had good support and development from the university.

T4 The director is an experienced TEFL teacher and trainer and has had previous academic leadership roles before taking up her current post.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Teachers have a wide range of experience, which allows great flexibility in the matching of teachers to courses. Any new staff who are employed are always paired with experienced staff who can provide mentorship.

T7 Short-term emergency cover is provided by the director and by the one permanent full-time language skills tutor. Additional staff can be brought in if longer-term cover is needed.

T9 Staff felt very well supported by the director and the business manager both in terms of teaching and in supporting their administrative needs. Additional support and guidance come from the faculty teaching, learning and assessment lead.

T10 A new observation scheme has recently been introduced by the director, and all staff in the staff focus group commented on the positive impact of this scheme and the opportunities it had provided for self-reflection and to identify development needs.

Course design and implementation	Area of strength
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 A clear statement of the principles of course design is communicated to staff and students in their respective handbooks. Materials and coursebooks support these principles and there are clear links to supplementary materials, in particular on the online learning management system.

T13 Course outlines form part of the weekly planning documents that are posted online for students and learning outcomes are clearly articulated each week and at the beginning of each session.

T15 Study and learning strategies form an integral part of the course and students are encouraged formally and informally to develop links with their target subject area and to access pre-course materials.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T22 Students on the pre-session programme have opportunities to make contact with staff from their target department in advance of starting their course to help with their transition onto mainstream study. Extensive advice and support is also available should students want to change course.

Classroom observation record

Number of teachers seen	4
Number of observations	7
Parts of programme(s) observed	3

Comments

Three programmes were scheduled during the inspection: two were being delivered online (pre-session and one-to-one drop-in sessions) and one face-to-face (module for exchange students). The latter was observed twice (once by each inspector), the pre-session programme was observed four times (both teachers were observed once by each inspector) and a one-to-one drop-in was observed by one inspector.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Inspectors saw very clear models being used and relevant explanations provided.

T24 Detailed profiles showing student needs and student strengths and weaknesses were provided and teachers demonstrated sensitivity to learners' pace of learning and levels of confidence.

T25 Learning outcomes were very relevant and made known to the students. Lesson plans were coherent although some learning outcomes were slightly too general to be evaluated within the lesson.

T26 Teachers demonstrated confident and appropriate oral elicitation techniques and used the chat facility well for written elicitation. Examples of good nomination, prompting, critical questioning and regular and integrated checking of understanding were seen. Teachers worked through examples before students were asked to complete online tasks and good examples of differentiation were seen.

T27 Expert use of resources was demonstrated, including online tools, images and interesting texts. There were examples of helpful links to supplementary materials in the learning management system and good use of online tools for the annotation of texts.

T28 Teachers gave significant positive reinforcement and praise and helpful feedback was also provided within the chat facility.

T29 Good ongoing evaluation was seen and was integrated well into the lessons. Feedback was very focused on the specific stage of the lesson and the needs of students, but in some segments, tasks were insufficient to evaluate the learning outcomes specified.

T30 The learning atmosphere in every class was extremely positive. Students were very engaged, highly motivated and teachers were confident, clear and managed the pace of the lessons very well.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of lesson segments observed being excellent. Knowledge of the linguistic systems of English was good, and articulation was clear. Lesson content was highly relevant to the needs of the students, and overall led to relevant learning outcomes. In all lesson segments observed, techniques were varied and appropriate to the context, and students were fully engaged. Appropriate feedback was provided to students, and there were opportunities to evaluate learning in all lesson. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 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
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength

W8 Students have access to adequate health care provision.	Strength
Comments	
W1 Although ARU is an open campus, there are robust systems in place to ensure the safety and security of students. These include CCTV, 24-hour security, fire drills and regular checks on fire alarms, and a Safezone app.	
W3 Students are made aware of whom to contact within the language centre and were appreciative of the range of specialist services available within the university.	
W6 Helpfully detailed information is provided through a range of sources (university website, student handbook, international student handbook, links to transport websites).	
W7 The international Student Handbook offers a wide range of detailed and practical advice.	
W8 There is good provision on campus, through the medical centre. All security staff have had first-aid training.	

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments	
No students on eligible courses were in university accommodation at the time of the inspection.	

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments	
Homestay accommodation can be arranged through a provider registered with the British Council, but this option has not been taken up in the last three years.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	N/a

Comments	
The criteria in this area are fully met (W21) or not applicable (W22).	

Leisure opportunities	Met
W23 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
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 A wide range of activities is available both locally and through the university. All students receive a weekly newsletter from the student union, and events are also publicised through social media. Online students receive a weekly update on accessible activities, such as talks, which may be of interest.

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	1992
Last full inspection	July 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	English language testing for international students, voluntary 'drop-in' in-session English language support classes for degree students, one-to-one English language consultations by ELT team, taught sessions on academic integrity embedded into mainstream courses. Related activities delivered by School of Humanities and Social Sciences: BA English Language and Linguistics (including initial TEFL certificate).
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	Public University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
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Details of any additional sites not in use at the time of the inspection and not visited	Chelmsford campus Peterborough campus
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Student profile	At inspection	In peak week: August
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	10	50
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	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	10	50
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	5–15 weeks	5–15 weeks
Adult programmes: predominant nationalities	Turkish, Chinese, Brazilian, Colombian, Jordanian	Turkish, Chinese, Brazilian, Colombian, Jordanian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	20	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

Comments

In the week of the inspection the academic manager was timetabled for one hour of teaching and to provide cover for absence.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications	0
Total	3

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	0	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 (online students)	10	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	10	0
Overall total adults + under 18s	10	