

Organisation name	Birmingham International Academy, University of Birmingham
Inspection date	24 February – 3 March 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Birmingham International Academy, University of Birmingham in March 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](http://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+).

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

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

## Introduction

Birmingham International Academy (BIA) is part of the academic services department of the University of Birmingham, and provides the university's foundation pathways, pre-sessional English programmes for students preparing to study at the university, and English language support for students already enrolled on mainstream university programmes. BIA works closely with Kaplan International Pathways who recruit for the foundation programmes at the university.

Since the last inspection there have been a number of staff changes but the structure remains as before.

The inspection, most of which was conducted remotely, took the equivalent of four days over five days. Meetings were held with the director of operations and development (DOD), the deputy pro-vice chancellor for education, the director EAP (DEAP), the interim deputy director EAP (IDDEAP), the EAP programme manager for pathway programmes, the programme manager for academic English (in-sessional programmes), the operations manager, the operations officer, the programme administration officer, the programme administrator for foundation pathways, the student wellbeing and experience manager, the deputy manager for student accommodation, the head of village operations, the project officer, the international student support co-ordinator, the sales consultant (sports and fitness centre) and the international officer, guild of students. Focus groups were held with teachers and with students. One inspector visited the university campus. The other inspector undertook a virtual tour of two residences, including the one primarily used by under 18s. All teachers timetabled during the inspection were observed, except two, who were absent due to sickness.

## Address of main site/head office

Priorsfield, Edgbaston Park Road, Birmingham B15 2TT

## Description of sites visited

All teaching takes place on the large Edgbaston campus, with extensive facilities and services. BIA is based in the newly-refurbished Priorsfield, and the adjacent Lucas House. Priorsfield contains administrative offices and reception area, seven classrooms and a large common room as well as staff office space. Management offices are in the Lucas House, which also has a reception point, three classrooms, and further office space. Permanent teachers' offices are distributed across both buildings, and there are also kitchen facilities in both buildings. Two adjacent outbuildings provide additional flexible teaching, storage and administrative space as required. The buildings are set in landscaped gardens with parking facilities, on the edge of the campus. Additional space is available across the campus during busy periods, particularly for summer pre-sessional teaching.

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 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"/>
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

Pre-sessional courses run all year, with the largest intake during summer. In-sessional programmes run during term time. BIA also teaches EAP modules for Foundation pathways.

## Management profile

The DOD oversees the whole BIA operation and reports to the academic registrar. An academic director (AD) role oversees academic pathways and has a reporting line to the pro-vice chancellor international but no line management responsibilities for other BIA staff. At the time of the inspection this role was vacant and being filled on an interim basis by the DEAP. The IDDEAP role was created to support her in covering this role as well as her own

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and will disappear once the new AD post has been recruited. The programme managers for all programmes report to the DEAP.

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### Accommodation profile

The university offers residential accommodation in a number of student villages, which have the following options available:

- studio: private bedroom, bathroom and kitchen-diner all in one
- en suite: private bedroom and bathroom with shared kitchen
- shared: private bedroom with shared bathroom and shared kitchen.

Students can choose between living in catered or self-catered accommodation, with catered including a weekly meal plan (allowance) to spend at over 30 different restaurants and cafes across the campus. The meal plan is automatically provided to any under 18s in university accommodation. All under 18s are based in the Vale student village and most of them are accommodated in the Shackleton building, which has a reception, a shop, a laundrette, a canteen and a café/student lounge.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The provision is very well managed and operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* and *Staff management* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Full guidance on the use of these resources is provided for staff and students where needed. *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 strong professional profile, wholly appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are very well structured and professionally managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management*, 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 safety and security are well met as are the arrangements for pastoral care. Detailed, appropriate information is provided to them about relevant aspects of life in the UK. The accommodation offered is of a satisfactory or good standard and is appropriately managed. Students can choose from a large range of clubs and societies and BIA's social programme is appropriately organised. *Care of students* is an area of strength.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within BIA and the wider university. BIA has its own detailed safeguarding policies in place, and staff are trained in how to implement them. Although safer recruitment procedures are generally followed, there is a need to ensure that references comment on the suitability of prospective staff to work with under 18s.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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### 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 BIA statement of goals and values is displayed in the reception area; staff were involved in its creation, it is widely communicated and distributed, and links with wider university strategy.

M2 BIA plans, including individual programme plans, are clearly set out, with timescales and review dates, and contextualised within broader university planning.

M3 There is a clear management structure, clearly communicated. Digital screens in reception areas display photographs of staff teams and help student awareness of areas of responsibility. Staffing levels are entirely appropriate and it is clear how these levels can be scaled up for the summer period.

M4 Very good levels of communication operate at all levels, through both formal and informal channels. The effectiveness of communications is evidenced by very engaged and well-informed staff.

M5 As well as formal collection of early and end-of-course feedback, there are many other opportunities for students to communicate, from the national student survey through to the student representative system and regular tutorials. There is clear evidence of analysis and service improvement as a result of student feedback.

M6 Staff surveys are conducted by the university, and BIA staff have opportunities at regular group and 1-to-1 meetings to raise issues or comments. Feedback has also been sought in relation to specific areas of change or planning. An action tracker is used to manage staff feedback. Teachers in the focus group felt that they definitely had a voice.

M7 There is a clear, comprehensive and regular quality review cycle incorporating many different sources of information, including staff and student feedback. BIA's own thorough processes are also part of the university's quality systems.

Staff management and development	Area of strength
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.	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, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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

M10 There are comprehensive human resources procedures for each stage of the recruitment process, and evidence of their consistent implementation. Staff receive training in recruitment as appropriate to their role. BIA as a whole demonstrates the successful recruitment of a well-qualified and experienced team, with an appropriate balance of skills.

M11 Thorough induction is provided for all staff, including for temporary pre-sessional staff. The induction process is well documented and recorded.

M13 Arrangements for continuing professional development (CPD) are well established and organised. There is a BIA budget for external training and a range of university initiatives for staff development.

<b>Student administration</b>	Met
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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.	Not 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

M18 There is currently no information on whether the emergency contact speaks English.

Publicity	Met
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.	Strength
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of the website.

M22 Publicity contains very clear descriptions and photographs of the main features of the provision, fully representative of what is on offer.

M27 Accommodation options are clearly set out on a dedicated area of the website, with comprehensive information and photographs of accommodation in use.

### 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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

P1 BIA premises, as well as the wider university campus, are extremely well maintained throughout and provide extensive space for staff and students alike. There are numerous areas for relaxation, including outdoor space with seating, well-kept gardens, and a wide range of communal areas.

P2 All BIA classrooms are well equipped, spacious and quiet, with flexible furniture and good natural light and ventilation. Rooms made available in the wider university at busy times are of a similar standard.

P3 BIA have their own common room and outdoor area and there are numerous welcoming areas across the campus where students can relax and/or consume food.

P4 Students have kitchen facilities and vending machines within BIA. In addition, a very wide range of food and drink options is available to students on the campus, including a large refectory and many cafes, food outlets, shops, and vending machines.

P6 BIA staff have very comfortable accommodation and ample office space, as well as kitchen facilities and separate relaxation areas.

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 Learning resources are very well organised and accessible on the VLE, and there is a wide range of up-to-date learning materials appropriate to the programmes taught. All EAP course materials are customised to course and student needs.

P8 A very wide range of materials is available to teachers, including in-house and digital materials, all easily accessible and well organised. Teachers have access to a range of well-supported technology, and VLE course design also has dedicated technical support.

P9 A good range of educational technology is available in classrooms, and teachers have very good support, including a responsive helpdesk service and appropriate training, which was clearly reflected in the teaching observed.

P10 The VLE is an integral part of students' courses and is used regularly and effectively by teachers and students for administrative as well as teaching and learning purposes. The university library provides further extensive resources, both physical and digital.

P11 There is excellent support and guidance throughout the student journey, and there are specific induction sessions for both the VLE and library services, as well as ongoing support.

P12 The annual review process incorporates systematic review of course materials and includes feedback from teachers.

## 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.	Strength
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 All teachers were TEFLQ at the time of the inspection, and a strong majority of TEFLQ teachers is maintained throughout the year.

T3 The teaching team has a wide range of expertise, experience and skills relevant to BIA programmes.

T4 The academic management team are all TEFLQ with extensive experience.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Met
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**

T7 There are very good arrangements for cover and ensuring continuity of teaching. There is a timetabled cover rota, and records on the VLE ensure that programmes can remain consistent.

T9 Very strong support and guidance is available. There are dedicated programme managers as well as additional co-ordinators on the summer pre-sessional programme, and educational technologists. CPD is a central focus, and wholly appropriate to the context. Peer observation is also encouraged.

T10 A robust observation process is in place which strikes a good balance between monitoring on the one hand, and support and development on the other. Observation reports are clearly written up and used in appraisals.

<b>Course design and implementation</b>	<b>Area of strength</b>
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.	Strength

#### **Comments**

T11 Courses are designed according to clearly stated principles, and materials are customised to match these principles. There is detailed information and guidance for teachers.

T13 All course documentation is on the VLE, covering all aspects of programmes including assessment information.

T15 Support for independent learning is integral to all programmes and is a fundamental part of the preparation for university study provided by BIA.

T16 Programmes fully support students in the development of language skills outside the classroom and particularly in the wider context of UK university life, including through leisure opportunities and immersion in university activities, both academic and social.

<b>Learner management</b>	<b>Area of strength</b>
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength

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

T18 Progress is assessed through coursework as well as summative assessment, and criteria are linked to the Common European Framework (CEFR). Individual progress is reviewed through regular tutorials, and tracked and recorded on the VLE so that students can easily access it.

T19 Students receive very good learning support on all programmes. Tutorials help them to set and achieve their targets, and there are language support classes as well as self-access and learning activities on the VLE. On summer pre-session courses there are dedicated language support tutors.

T22 All BIA students are aiming to progress to university programmes and are given extensive advice and support.

#### Classroom observation record

Number of teachers seen	25
Number of observations	25
Parts of programme(s) observed	All

#### Comments

Two teachers reported sick during the inspection.

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.	Met
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.	Strength
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.	Met
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.	Met

#### Comments

T23 Although very little focus on specific language was seen, teachers dealt effectively with complex patterns of language in academic discourse. They provided clear and appropriate models, particularly in writing.

T24 Plans included clear and detailed student profiles, and demonstrated good knowledge of individual and group needs, with planning for differentiation in many cases. Materials were highly relevant and teachers regularly referenced additional sources.

T25 Learning outcomes were clear, relevant and shared with students. Staging was logical and very good support and scaffolding were provided.

T26 A very good range of teaching techniques was confidently drawn upon as required, including some good eliciting, summarising, concept checking, prompting, and nominating. In the strongest lesson segments, teachers used their repertoire particularly well to secure and extend student participation.

T27 Classrooms and the online environment were both well managed, and confident and skilful use was generally made of online technology and a very good range of digital tools.

T28 Academic skills development, rather than specific language, was the focus of most lessons; feedback and correction was therefore mostly directed at content rather than the language used. Where language correction was seen, it was well delivered and equally well received.

T29 Regular evaluation tasks were in evidence as well as questions about learning, homework-setting and the use of reflection moments for self-evaluation. Regular evaluation forms part of course design and was reflected in plans as well as delivery.



T30 There were good levels of student engagement, especially where teachers facilitated learner participation, and many teachers created a purposeful, positive learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers showed good awareness of linguistic systems and provided well-staged plans which strongly reflected course, group and individual needs. Teachers employed a good range of appropriate techniques with confidence, and resources were used skilfully and often creatively. Feedback techniques were appropriate where used. Classroom management was dealt with effectively by many teachers, resulting in a very positive working atmosphere in classes.

### 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.	Strength
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Safety and security needs of students are well met through appropriate premises risk assessments, having first-aid trained staff including site security staff, reception staff at the Shackleton residence and BIA staff. There is also a community police presence on the campus.

W2 There are comprehensive plans in place to respond to a wide range of on-campus and off-campus emergencies.

W3 Students receive excellent pastoral care provided by both BIA and the wider university. All staff see it as their responsibility to support students. Students have tutorials with a pastoral component, one-to-ones with wellbeing staff, and they can draw upon the wider university on-site support services and online resources including the use of wellbeing apps.

W7 Students receive detailed advice during comprehensive welcome orientations and this is followed up by questions asked by tutors and wellbeing staff in one-to-one sessions to ensure, for example, that they have opened UK bank accounts.

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.	Met
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#### Comments

All criteria in this sub-section are fully met.

<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 is not offered.

<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 relevant criterion is fully met.

<b>Leisure opportunities</b>	
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 BIA provides information through a variety of channels about social, cultural and sporting events, and the campus facilities include a museum of fine arts, a music auditorium, a museum of geology and botanic gardens. Students can choose to join from up to 500 clubs and societies and there are two gyms offering different levels of facilities and price points.

W26 Health and safety concerns are well met through staff training and briefings and detailed activity risk assessments.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Strength
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.	Met
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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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, 44 under 18s were enrolled on BIA programmes, of which 34 were studying on the campus.

S1 The university-wide safeguarding policy is supplemented by a BIA statement, a detailed operating manual and other relevant documentation.

S4 Although safer recruitment procedures are largely followed, not all references on file refer to the suitability or otherwise of prospective employees to work with under 18s.

#### 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	2004
Last full inspection	September 2016
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### State sector

Type of institution	University
Other accreditation/inspection	QAA

#### Premises profile

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

<b>Student profile</b>	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	335	1000
Full-time ELT (15+ hours per week) aged 16–17 years	44	54
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
<b>Overall total</b> ELT/ESOL students shown above	379	1054
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	16	16
Adult programmes: typical age range	18–20	18–20
Adult programmes: typical length of stay	20 weeks	20 weeks
Adult programmes: predominant nationalities	Chinese, Saudi Arabian	Chinese, Saudi Arabian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	27	117
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	27	
Number of academic managers for eligible ELT courses	6	20
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6
Comments	
None.	

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	27
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	27

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	97	27
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	3	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	83*	10*
Staying in privately rented rooms/flats	152	7
Overall totals adults/under 18s	335	44
Overall total adults + under 18s	379	

\*Studying online in own country