British Council

Inspection report

Organisation name	Canterbury Christ Church University
Inspection date	19–20 October 2023

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 Canterbury Christ Church University in October 2023. 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). This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded. Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

Canterbury Christ Church University (CCCU) is the second largest centre of higher education in Kent. In addition to the campus in Canterbury, there are also campuses in Medway and Tunbridge Wells. The university has a student population of approximately 13,000, with a high number of mature and part-time students making up a significant part of this figure, as well as approximately 1,000 international students.

EFL is delivered by the Centre for Language and Linguistics (CLL) within the Faculty of Arts, Humanities and Education, one of three faculties within the university. In addition to EFL and EAP, CLL also offers a BA course in English Language and Linguistics and MA courses in TESOL, Applied Linguistics and Intercultural Communication, as well as externally validated pre-service ELT training, and modern foreign language modules. The Academic English Language Support service, which is part of CLL, provides English language support for students already on degree programmes.

There has been a contraction in the staff base since the last inspection, and there is a new course director managing the General English (GE) course. A second course director manages pre-sessional courses (PSE) and the international foundation programme (IFP).

This compliance-only inspection took two days. The inspectors held meetings with the dean of the faculty, the head of CLL, the faculty director of quality, the two course directors, the international development manager and the international programmes officer, the faculty registrar, the deputy head of accommodation and other staff responsible for accommodation, the head of health and safety and the health and safety advisor, the assistant director of space management and support services, the faculty librarian and a digital academic developer, and the marketing manager. One inspector visited one residence and had a virtual meeting with one homestay host. Focus group meetings were conducted with students and teachers, and all teachers teaching during the week of the inspection were observed.

Address of main site/head office

North Holmes Road, Canterbury, Kent CT1 1QU

Description of sites visited/observed

GE, IFP and pre-sessional classes are all taught at the main Canterbury campus, where all EFL/EAP staff have offices. Classrooms are not fixed, but taught in rooms allocated centrally, as for other courses at the university. EFL/EAP resources are kept in staff offices, with further resources available in the university library in Augustine House, which is located ten minutes on foot away from the main campus.

A number of central university services are based on the main Canterbury campus: Human Resources, Accommodation, Finance, Recruitment and Marketing, and Facilities and Estates.

Other services are based in Augustine House, including the International Office, Student Support, and Library and Learning Resources.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

During the academic year the university offers a General English (GE) course, and the IFP, and in summer a GE course and 10-week and six-week PSE programmes. Where contracts with partner institutions provide for this, Study Abroad students are integrated into summer and academic-year GE and IFP programmes.

Management profile

The head of CLL is line manager for the course directors for GE and the IFP. He reports to the dean of the faculty.

Accommodation profile

The university has an accommodation offer of seven student residences, a street of terraced housing, and over 70 host families. All student residences are within walking distance of the campus and provide ensuite accommodation organised in flats of six to eight students, each with a kitchen. All homestay hosts are either within walking distance or a short bus journey from the campus.

Summary of inspection findings

Management
The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values and publicity.

Premises and resources
The provision meets the section standard. 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 students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning
The provision meets the section standard. The academic 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 met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard. The needs of students for security, safety, and information are met and are comprehensive. The accommodation provided is suitable and appropriate systems are managed effectively. Students are provided with a wide choice of social and cultural events and leisure activities, and targeted information and guidance is provided.

Safeguarding under 18s
No students under the age of 18 are accepted.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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.	Met
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.	Met

Comments	
The university's 'Vision 2030' clearly sets out its goals and values. The priorities of the CLL are developed and reviewed during Centre meetings, but these are not accompanied by a plan of action which sets out specific targets, a time frame or individual responsibilities. The management structure is clear, good cover arrangements are in place, and channels of communication are effective and appropriate to the size of the team. Feedback is regularly collected from students and staff and informs the review of systems, processes and practices.	

Staff management and development	Met
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.	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.	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.	Met

Comments	
The university has a comprehensive set of human resources policies, and basic job descriptions are supplemented for those in academic management positions by the Course Management Handbook. There are effective recruitment and selection procedures and appropriate arrangements for induction at all levels. Appraisals take the form of 'Positive Performance Conversations', with supporting documentation for line manager and employee; and there are appropriate policies and procedures for handling unsatisfactory conduct and performance. Continuing professional development is taken seriously and promoted in a number of ways: through annual faculty learning and teaching conferences and the Centre's own conference; through a formal system of peer observation; through centralised university training events and Centre meetings; and through financial support for staff participation in external events.	

Student administration	Met
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	
Student attendance requirements are rigorously enforced and, in general, student administration systems and processes are well managed; however, student contact details do not indicate if 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.	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.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. The university also has a social media presence.
Information on premises, location, services and costs is accurate and clearly expressed, but descriptions of GE and the IFP do not indicate maximum class size, and times of classes are not specified for the IFP. In general, homestay and residential accommodation are well described and illustrated, though no information is provided on cleaning or laundry arrangements.

Premises and resources

Premises and facilities	Met
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.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
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.	Met

Comments

The university has a rolling maintenance programme and premises are clean, comfortable, and well decorated. Classrooms and other learning areas are spacious and suitably furnished; there are good facilities for relaxation; and a good variety of affordable food is available. Signage is plentiful and clear, and students can access a timetable link which shows the route to their classrooms. All staff have their own offices and there is a central area where staff can eat and relax separately from students.

Learning resources	Met
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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Teaching and learning resources are sufficient, appropriate, and subject to regular review. Classrooms are well equipped and teachers in the focus group were appreciative of the IT support available. There are excellent central facilities for independent learning and students are well prepared through in-class activities for out-of-class tasks requiring the use of technology.

Teaching and learning

Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments
Teachers and academic managers are suitably experienced and well qualified. All have relevant postgraduate qualifications.

Academic management	Met
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments
Effective academic management systems relating to teacher deployment, timetabling, cover, and observation and monitoring are in place. However, the GE teacher handbook does not include advice for less experienced teachers on how to handle continuous enrolment.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
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.	Not met
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.	Met
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
Teachers in the focus group were very positive about the support provided by course directors. The structure and content of the IFP is clearly set out in module descriptions, but the GE teacher handbook provides little information on the rationale for the structure of the GE course. Evidence was seen of course review based on student and teacher feedback, and students on both the IFP and GE benefit from a focus on study and learning strategies and out-of-class learning. Written course outlines and intended learning outcomes are available to all students, but students are not given weekly plans.

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.	Met
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.	Met

Comments

Placement procedures are appropriate and procedures for evaluating, monitoring and recording students' progress are effective. Students on the GE course receive both a certificate and a comprehensive report; those completing the IFP receive a transcript.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	all

Comments

None.

Teaching: classroom observation	Met
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.	Met
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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 Teachers provided natural models of spoken English and in some cases drew attention to pronunciation features and rhetorical devices.
T24 Lesson plans were clearly related to course objectives and common learning needs. In some segments observed, teachers also drew on students' cultural backgrounds. Although all classes observed contained students of rather different proficiency levels, there was little evidence of planning for differentiation.
T25 Lesson plans provided for a coherent series of activities; however, in introducing the lesson to students, some teachers focused more on aims than outcomes.
T26 In general, a wide range of appropriate teaching techniques (e.g., elicitation, prompting, recapping) was used, but in a minority of segments there was insufficient concept-checking, and open questions were sometimes overused.
T27 Instructions were generally clear and the use of pairwork and regrouping principled. Technology was used effectively in the majority of segments observed.
T28 Teachers monitored closely during tasks and provided positive general feedback, but in most segments opportunities were missed to give individual feedback on language.

T29 Evaluation of learning, which formed part of all lessons, was incremental and primarily based on students' performance on lesson tasks.

T30 On the whole, the atmosphere in classes was positive and purposeful. However, some students made little or no active contribution and it was sometimes difficult to assess their level of engagement.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers provided natural models of spoken English. Lesson plans provided for a coherent series of activities, and teaching techniques were appropriately varied. Classroom management was effective, and technology – when used – deployed very competently. Teachers monitored closely, checked on learning and, in general, generated a positive and purposeful classroom environment. There was little evidence of planning for differentiation, however, and lesson objectives were sometimes articulated in terms of aims rather than outcomes. In a minority of segments, there was insufficient concept-checking, and open questions were overused, with the result that some students made no active contribution; opportunities were also missed to give individual feedback on language.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Met
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.	Met
W8 Students have access to adequate health care provision.	Met

Comments

The campus has extensive CCTV monitoring and all students have access to an app that provides 24-hour emergency contact to security services. Appropriate risk assessments and emergency planning are in place. There is a comprehensive range of support services available to students including individual drop-in support from bespoke staff. Detailed information on travel and on aspects of life in the UK is provided in advance and health care provision is thorough.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
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

The university has a comprehensive accommodation offer of residential accommodation that prioritises new and international students. There is also a homestay offer should students prefer to stay with a host. Students are provided with comprehensive information about accommodation before they arrive. Appropriate cleaning and laundry facilities are provided, and there are procedures in place for resolving problems although some students reported that they had experienced delays in repairs being actioned.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

Comments

None.

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.	Met
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

Students are provided with comprehensive information about the wide range of social, cultural and sporting activities available, including the opportunity to have an individual pre-arrival meeting with international office staff. There is a programmes officer who proactively encourages students to engage with activities across the university and who provides a drop-in service for support and advice. Effective systems are in place to ensure student health and safety on all organised on-site and off-site activities.

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	1991
Last full inspection	2018
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	Externally-validated pre-service training and internally-validated in-service ELT training.
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	N/a

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

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	17	113
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**17**	**113**
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	18–22	18–22
Adult programmes: typical length of stay	6–12 weeks	3–10 weeks
Adult programmes: predominant nationalities	Japanese, Pakistani, Bangladeshi	Japanese, Chinese, Pakistani, Bangladeshi

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	3	9
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	3	3

Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3

Comments
The head of Centre does not have a regular timetabled teaching load. During the inspection, one course director was teaching for six hours, and the other for one and a half hours.

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 qualification	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
Arranged by provider/agency		
Homestay	7	N/a
Private home	0	N/a
Home tuition	N/a	N/a
Residential	5	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	5	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	17	N/a
Overall total adults + under 18s	17	