

Organisation name	Manchester Metropolitan University
Inspection date	12–13 March 2024

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

Recommendation
We recommend continued accreditation. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Manchester Metropolitan University in March 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this university offers courses in general and academic English for adults (18+) and for closed groups of adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, academic management, course design, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Language Centre (LC) at Manchester Metropolitan University (MMU) offers a range of credit-bearing courses in addition to its ELT activity. It forms part of the department of Languages, Information and Communications within the Faculty of Arts and Humanities. Since the last inspection, the LC has moved within the university to a purpose built area, and there have been changes to staff job titles as part of departmental restructuring. In addition, there have been some contractual changes through university moves to minimise short-term contracts.

The inspection took one and a half days. Meetings were held with the head of department (HoD), deputy head of department (DHoD), the human resources (HR) business advisor and assistant HR advisor, a senior health and safety advisor, the Language Centre administrator, and the four programme leaders for pre-sessional, coaching and Aim for IELTS programmes. Focus groups were held with teachers and with students. All teachers timetabled during the inspection were observed. One inspector visited two university residences.

Address of main site/head office

Manchester Metropolitan University, All Saints Building, Manchester M15 6BH

Description of sites visited

The extensive MMU campus is centrally located in Manchester and includes a wide range of buildings and outdoor spaces, with a correspondingly large range of facilities and amenities. The LC is located on the 5th floor of the Grosvenor East building in a prominent part of the campus, close to the business school and main library. It is accessible by stairs and lift and includes a number of academic offices and meeting rooms, a staff common room, and a language laboratory.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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 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"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Pre-sessional courses of varying lengths take place from January to August; the ten and five-week courses are also offered online. In-sessional English language support is offered as part of the Coaching for Academic English programme. A bespoke IELTS preparation programme is run on a regular basis and makes a number of places available to a local refugee charity.

At the time of the inspection, there were two classes of students following Aim for IELTS, a full-time closed course. No other eligible provision was running.

Management profile

Following the departmental restructuring, the LC director is now a HoD and the AHoD has moved from a senior lecturer position. The former EFL co-ordinator roles have all been regraded as lecturers in TESOL. During this transitional period, teaching staff all report to the HoD and AHoD.

Accommodation profile

At the time of the inspection no students following English courses running in the LC were living in accommodation provided by or through the university, as they had all chosen to find their own accommodation. Students attending summer pre-sessional courses are able to book accommodation in university halls. Some of these are managed by MMU and others are run by external providers. The residences cater to a range of budgets with some apartments housing up to 15 students with shared kitchen and bathroom facilities and others housing

smaller numbers in ensuite rooms. Halls run by MMU are mostly on campus.

Summary of inspection findings

Management

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

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a generally safe 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. Good guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a good 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 well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, and Course design* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Care of students is very well managed, with a dedicated student support team available to offer a range of services. Accommodation is available in a range of residences to suit different budgets and is generally of a good standard. The leisure programme is full and varied and teachers accompany their students on excursions each term. *Care of students* is an area of strength.

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	Area of strength
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.	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.	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.	Met

Comments

M3 The management structure is very clear and effectively conveyed to staff and students. Staffing levels are good, and the centre is extremely well supported through wider university staff and systems.
M4 Good use is made of a range of channels of communication; staff are well informed and engaged, and teachers in the focus group confirmed this. A wide range of meetings helps to keep the centre effectively aligned with university-wide developments and issues.

M5 A good range of sources of feedback is used; tutorials and a student representative system operate in addition to initial and end-of-course questionnaires. There is clear evidence of points being carried forward to planning and/or acted on immediately.

M6 As well as recorded appraisal meetings, staff feedback on courses they teach on is formally collected and forms a key part of course planning and development. There are also opportunities to give feedback through regular meetings, and it is clear that efforts are made to involve staff in processes and decision-making where possible.

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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
M13 Continuing professional development is well established, managed and funded within the university as a whole, and all staff, including teachers, have access to a wide range of developmental opportunities, which are identified through appraisals and well-supported.	
Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Not met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 It is clear that students receive personalised attention and service through the LC administrator and also the international office and other university teams. However, there are currently no specific checks for student satisfaction in this area.	
Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

M23 Information on class times or non-teaching days is not included. The reference to “up to 21” taught hours is insufficiently explicit.

Premises and resources

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

Comments

P1 Although this area is generally effectively managed and taken very seriously by the university, evidence of fire evacuation drills was not easy to obtain and somewhat basic. Drills do take place twice a year; however, these are in term time and thus staff and students during the summer pre-session programme, although briefed, do not have the opportunity to familiarise themselves with evacuation procedures.

P2 A lot of building work was taking place during the inspection; this is carefully managed. Premises overall are clean and very well appointed and there is an excellent range of facilities for students outside class time, including outside areas. Staff offices and access to resources are also very good.

P4 The university has a range of different food and drink outlets; students benefit from a very wide selection of places to eat, drink, socialise and relax.

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

Comments

P8 A wide range of materials is available, accessible and well organised. As well as course materials, teachers have access to a good supply of additional physical and digital resources, and are supported by very good levels of equipment and technology.

P9 There is a good range of educational technology in classrooms, which is well maintained and used regularly and confidently. There is responsive and helpful technical support.

P10 There is a large number of places where students can access computers and learning materials for self-study; the university library is a particularly valuable resource and provides extensive support and guidance.

P11 Resources are discussed in meetings and included in feedback questionnaires systematically given to teachers at the end of courses. Requests for additional resources can be accommodated.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills	

relevant to the courses they are teaching.

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

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

Comments

T4 There is a clear rationale for teacher deployment, linked to professional experience, CPD and appraisal records. Newer teachers are allocated to courses which are more structured, for example through a coursebook, and less experienced teachers are teamed with more experienced teachers where possible. Rooms are centrally timetabled in advance and the LC can provide specifications and request amendments as required.

T5 Cover arrangements are very good. Permanent staff timetables include a number of slots for cover, organised on a rota basis.

T7 Teachers attend a university staff induction, which is supported by a new starter checklist. The academic guidance provided by the LC and included in handbooks, is made available in advance and is extremely detailed and comprehensive.

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

Comments

T11 Courses are designed according to clear principles and are well-structured and documented, with corresponding materials and learning outcomes mapped to the CEFR. Teachers benefit from excellent handbooks with written guidance and links. Study and learning strategies are key to all courses and are clearly identified in schemes of work.

T12 Courses take place within and are informed by, the university environment, and thus provide an authentic experience of UK university life. The student union offers very good supplementary support in this respect, and the LC also organises a conversation club.

T13 Course reports draw together feedback from both staff and students in a formal documented process.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength

T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T15 Although effective placement procedures are in place, these had not been implemented for the Aim for IELTS classes. Only two levels were available despite a much wider range amongst students, and students in the focus group expressed their dissatisfaction at this situation.

T16 Regular progress checks are built into courses through both informal and formative assessment, and procedures are very clear. Individual progress is reviewed in tutorials.

T17 A tutorial system is in place for all students, with records. There are staff within the university with appropriate training to support students with special/additional educational needs and disabilities. The Coaching for Academic English programme allows targeted academic support for students where needed.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Aim for IELTS

Comments

Each teacher was observed twice: once by each inspector.

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

Comments

T19 Teachers generally provided clear models, particularly in writing, appropriate to both level and context, with some good explanations and examples.

T20 Lesson content and materials were effectively geared to overall course aims and in some cases to the needs and backgrounds of the group.

T21 Where indicated, learning outcomes were clear and in general worked towards with logical staging and sequencing of activities.

T22 A range of appropriate teaching techniques was in evidence, with some teachers making good use of checking questions rather than lengthier explanations.

T23 The classroom environment was well managed in some cases, with seating arrangements which facilitated communication. Learning resources were effectively used.

T24 Teachers were generally encouraging and praised students' work. Although there was some very active and helpful monitoring, not all opportunities for feedback were exploited.

T25 Lessons included appropriate tasks to enable teachers, and in some cases students, to evaluate learning.

T26 In general, a positive and purposeful classroom atmosphere was established, with variety of activity and interaction patterns. Some good use was made of nomination to ensure student engagement and involvement.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	
<p>W2 Pastoral care is very well provided for. Student wellbeing is clearly a high priority and student support offers a wide range of services. Language centre staff are well aware of how to signpost this to students, and the students spoken to commented on the high level of support given.</p> <p>W3 Tolerance and respect are central to how the university operates, and information is widely available through the college intranet as well as student union activities.</p> <p>W5 The student handbook and intranet provide students with lots of practical information on life in the UK. In addition, a free transfer service is available to all international students upon arrival at Manchester Airport.</p>	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
Comments	
All criteria in this subsection are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met
Comments	

W18 No records were found of visits to residential accommodation recommended on the college website.

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W20 The student union offers a wide range of activities on a regular basis to appeal to the interests of all students. Those spoken to consider this aspect of the provision to be of great benefit. Residential teams also offer social activities within the various halls.

W21 The student union is staffed by an enthusiastic team and offers a range of large and small spaces for various activities. The residential accommodation has games areas where students can play board and computer games. Teachers take their classes out on excursions each term.

W22 Health and safety measures are generally appropriate, but risk assessments for teacher-led excursions make no reference to emergency procedures.

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	2015
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Credit bearing courses in TESOL and related areas.
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	N/a

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	August
Full-time ELT (15+ hours per week) 18 years and over	31	150
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	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	31	150
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–40	18–25
Adult programmes: typical length of stay	9 months	2 months
Adult programmes: predominant nationalities	Turkish	Chinese
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	N/a	

Academic manager qualifications profile

Profile at inspection

Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	4
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	4
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2
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	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	31	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	31	

Items requiring early action

By 24 June, notify the Accreditation Unit of the action to be taken to ensure that staff and students on the summer pre-session programme have the opportunity to familiarise themselves with evacuation procedures.