

Organisation name	Plymouth Marjon University
Inspection date	24–26 April 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.

Summary statement

The British Council inspected and accredited Plymouth Marjon University in April 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).

The university offers courses in professional English for closed groups of adults (18+).

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

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

Introduction

Previously known as the University College of St Mark & St John, the university achieved full university status in 2013, and now trades under the name Plymouth Marjon University (PMU). The academic structure consists of three schools: Education, Sport and Exercise Science, Health and Wellbeing. At present the university has no pre-sessional or in-sessional English-language provision. Closed-group junior naval officer training programmes for adults (18+) from Oman currently constitute the only eligible provision. Responsibility for these programmes lies jointly with the School of Sport and Exercise Science and the School of Education. The English language teaching component of these closed group programmes is outsourced to Open Doors International Language School (ODILS), Plymouth. ODILS is accredited by the British Council. All teaching takes place on university premises. The memorandum of agreement between the university and ODILS contains a very clear description of the English components taught by ODILS and the specific responsibilities of ODILS teachers; details of teachers and the proposed ODILS programme manager also have to be submitted to the university for approval. However, ODILS has its own recruitment, induction and appraisal procedures.

The inspection took two days conducted over three days (a full day and two half days). The two inspectors held meetings with the dean of the School of Education, the ELT academic manager, the head of quality and standards, the accommodation manager, the project manager of the programme, the head of estates and campus development and the ODILS academic director. All three teachers teaching at the time of the inspection were observed by both inspectors. Focus group meetings were held with teachers and students. One inspector visited two homestays remotely and spoke to three hosts.

Address of main site/head office

Derriford Road, Plymouth PL6 8BH

Description of sites visited/observed

The university campus is situated some five miles from Plymouth city centre, with public transport connections by bus. It is a single-campus university, and the premises are purpose-built. The campus comprises several buildings, some interconnected, housing teaching rooms, offices, the library and IT suites, a student hub, a large sports centre with swimming pool, a chapel, food and drink outlets, and a series of student residences. External sports facilities include all-weather pitches and tennis courts. All campus facilities are within comfortable walking distance.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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

The university runs annual bespoke 15-week courses for junior naval officers from Oman. The course includes specialist "maritime English" sessions every week in addition to skills based general IELTS focused skills-based English classes, and physical education. The successful students all progress to Britannia Royal Naval College, Dartmouth.

Management profile

University reporting lines run from the executive dean of the university to the dean of the School of Education and the dean of the School of Sports & Exercise Science. The former line manages the associate dean, who line manages the ELT academic manager. The ELT manager oversees the provision of the ELT course(s). The ODILS academic director is responsible for day-to-day management of the teachers and the English language components.

Accommodation profile

The university uses 20 homestays to provide single room accommodation for the Omani students. PMU's policy, at the request of the client, is that students do not share homestay accommodation. All accommodation provided is within a single 40-minute maximum bus journey of the 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 environment is conducive to teaching and learning, and learning resources are highly appropriate. *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 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, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in all respects. Students are very well cared for by various staff attached to the programme, with support from the wider university student well-being team. Accommodation in the homestays is of a good standard, and the management of the accommodation systems works effectively to the benefit of students. A wide-ranging, well-organised and resourced sporting and leisure programme, which includes naval components, is integral to the course. Staff leading these activities have relevant qualifications and military training and experience. *Care of students, Accommodation* and *Leisure activities* are areas 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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	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

M1 Explicit statements of PMU's goals and values are displayed on the website and on walls, and disseminated widely across the campus. Staff and students were consulted in the creation of these values, and they are discussed regularly at appraisal and with students throughout their course.

M3 The structure of the ELT operation is straightforward and clear; the partnership with ODILS works very well, duties and responsibilities are understood, and key staff are able to deputise for each other at any time, ensuring the smooth running of the programme. The wider university systems support both university and ODILS staff effectively.

M4 Channels of communication are well established; all relevant stakeholders are included in communication and kept informed of developments. Minuted meetings of key staff take place at the beginning and end of the programme as well as structured, annual partnership meetings. Email is used for day-to-day liaison and communication with ODILS staff to ensure any minor issues can be dealt with quickly and efficiently.

M5 Effective systems are in place for collecting and acting on student feedback throughout the duration of the programme. 'You said, we did' communication is used to good effect to inform students of actions taken. Student feedback is collated and analysed to form part of the annual review and used to inform changes to the programme.

Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.

Strength

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.

Strength

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.

Met

Comments

M8 Both PMU and ODILS implement a comprehensive suite of HR policies, made known to staff on the university portal and in the employee handbook.

M11 Detailed and thorough induction procedures are in place at both institutions. New staff are well supported through regular meetings and careful mentoring.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

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 was clear from discussions with students and observation of staff-student interaction that students receive very high levels of customer service. The project manager has a naval rank which gives him specific insights into the students' needs and wants. Students and their sponsoring organisation are very happy with all aspects of provision.

M15 The course is negotiated in advance, students know well before they arrive in the UK what the course and the programme consist of. This information is repeated at induction and continues throughout the programme.

Publicity	
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.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
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.	N/a
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

The website is the main medium of publicity for PMU. Publicity criteria mostly do not apply to the provider however, as the only eligible provision is the closed group programme, which is not advertised.

All relevant criteria in this area are fully met.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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

P2 Premises are extremely well maintained throughout. Relaxation areas and green spaces provide a very comfortable environment for staff and students.

P3 Classrooms are of a very high standard. All are bright, spacious and well furnished.

P4 Students have access to multiple lounges, and comfortable indoor and outdoor seating areas where they can relax and consume food. Free drinking water is available throughout the campus.

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.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Students have access to a comprehensive range of learning materials both for classroom use and self-study. Resources are mainly digital, well organised and accessible on a virtual learning environment (VLE).

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

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. All academic staff are TEFLQ and have a good range of relevant experience. 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.	Met
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.	Strength
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 Teachers are selected specifically for their knowledge, experience and the added value they can bring to delivery of the programme.
 T7 New teachers are given detailed induction to the specific nature of the students and the programme and are mentored both by the academic managers and other experienced colleagues. The most recently recruited teacher spoke very highly of the preparation and induction she had received to enable her to start teaching on the programme with a high level of confidence.
 T8 Teachers benefit from having daily support both from the ODILS academic director and PMU's ELT manager. Teachers in the focus group were very satisfied with the levels of support and guidance available to them.

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.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength
Comments	

T11 Course design is clear, detailed and carefully considered to cover all relevant aspects of language. It is very much focused on the particular needs of the students and is agreed in advance with the sponsoring organisation.

T14 Written course outlines and objectives, length of course, assessment dates and materials are all accessible by students on the VLE; teachers regularly refer to the learning outcomes in class.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	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

T16 Initial, midterm and final tests and regular formative evaluations, together with individual tutorials with students, ensure that learning is evaluated and monitored, and that progress is recorded.

T17 All students have an individual learning plan and an initial needs analysis takes place on arrival. Tutorials ensure that students are comfortable with the pace of learning and are making progress. Teachers work closely with the students and are able to quickly identify any issues students may have.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English classes

Comments

Maritime English classes were not running on the days of inspection.

Teaching: classroom observation	Area of strength
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.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
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.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Strength
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers provided clear and accurate models of spoken and written language. The illustration of grammatical structures and of new vocabulary was handled well, with clear and concise examples given. There was a specific focus on areas of writing that were challenging for these particular students. Pronunciation was handled skilfully in the flow of the lesson.

T20 Detailed class profiles showed teachers really knew their students and understood their needs. Lessons were carefully designed to take the cultural backgrounds and the aspirations of students into account. In some lesson plans seen, activities and additional tasks had been built in and plans carefully staged to cater for different student needs and different rates of progress.

T21 Plans stated learning outcomes and these outcomes were also made clear on the VLE. Lessons were well structured, with a real coherence, linking back to previous lessons and constantly reinforcing work previously done. Good staging with lots of scaffolding was observed in all lessons.

T22 A very good range of techniques was seen in all classes including good questioning, prompting, drilling, checking of meaning and instruction giving. Pair and group work were used frequently, pace and control were good, and teachers supplied clear, contextualised explanations of new language in response to emerging needs.

T23 The classroom environment was effectively used by all teachers. Movement of students and changes of pairs and groups were used to good effect. Teachers and students were confident and competent in the use of classroom technology. Some excellent teaching materials were seen in use. Teachers showed skilful encouragement of class dynamics.

T24 Feedback from teachers was encouraging, the level of praise was appropriate and targeted, and activities were monitored well. Peer and self-correction were encouraged, and teachers provided constructive individual feedback.

T25 Review activities featured in all lessons. Teachers planned a number of achievable tasks which ensured measurable success. Opportunities for practice and reflection on language learned encouraged students' evaluation of their learning.

T26 Good nomination, acknowledgement and use of student experience and the valuing of their contributions made classes interesting and enjoyable. A variety of tasks, lively pace and a good balance of teacher-student, student-student talking time ensured, without exception, a high level of student engagement. Teachers demonstrated a sense of authority and purpose.

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.	Met
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.	Strength

Comments

W2 A robust welfare infrastructure is provided which precisely meets student needs. The university has a range of policies relating to pastoral care, and a well-staffed student well-being and support team. It is the course leader, however, with support from the teachers and the academic manager, who provides day-to-day pastoral care.

W5 Students receive up-to-date advice and information about relevant aspects of life in the UK through the Guide for International Course Participants on the VLE. Their comprehensive induction includes a police talk about aspects of the law, with a particular focus on consent. Travel is organised by the Omani sponsor and the course leader.

W6 Students are registered with a local NHS practice, and have NHS numbers, but also have private health insurance. The course leader accompanies students to appointments if appropriate. He also takes particular care to shield participants from the risk of injury, as this could severely disrupt a student's naval career path.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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.	Met

Comments

W7 Homestay accommodation viewed was of a very good standard. Students in the focus group were extremely positive about their English homes and their hosts.

W9 The university accommodation manager's data base logs placements, revisits, and technical requirements, and alerts her to upcoming renewals. Information on leisure pursuits is gathered, which facilitates sensitive placements. PMU also uses its own fire safety officers to undertake the fire risk assessments on homestays, of which the hosts were very appreciative.

W10 Written confirmation is clear and personalised, including a photograph of the house and hosts. It includes information on public transport from the home to PMU.

W11 Students have ample opportunities during induction to talk to the course leader, who operates as a link between them and the accommodation manager. Formal written feedback is also collected. Interviews with the accommodation manager, the course leader and the students confirmed that any issues raised are given priority and satisfactorily resolved.

Accommodation: homestay only

W14 Homestay hosts comply with the agreed terms and conditions for student placements.

Met

W15 Homestay placements encourage students to use English.

Met

W16 Hosts ensure that there is an adult available to receive students on first arrival.

Met

Comments

W15 Students in the focus group volunteered that they had regular, interesting conversations with their hosts, and that they judged this was a significant factor in their progress in English.

Accommodation: other

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

N/a

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

Comments

None.

Leisure opportunities

Area of strength

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.

Strength

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.

Strength

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.

Strength

Comments

W19 Students have a well-balanced programme of weekly day trips. Visits with a naval focus are alternated with more leisure-focused activities. Students also have access to activities run by the Student Union. To encourage cultural exchange, the university also sets up a few shared classes with education undergraduates.

W20 The programme is bespoke, and student feedback informs any changes.

W21 Feedback from students confirms that the programme is very well organised, and resourcing is generous.

W22 Risk assessments for all activities are drawn up by the course leader in conjunction with the head of estates and campus development, who has overall institutional responsibility for health and safety. These are backed up by clear procedures in the event of, for example, injury.

W23 The staff supporting trips and sporting activities are professionally qualified, with relevant military training and experience.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	2019
Subsequent checks/visits (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
Other accreditation/inspection	QAA OFSTED

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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	Estimate at peak
	At inspection	February
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	20	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	20	20
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	20–25	20–25
Adult programmes: typical length of stay	15 weeks	15 weeks
Adult programmes: predominant nationalities	Omani	Omani
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
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Total number of teachers on eligible ELT courses	3	3
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	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

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		1
Academic managers without TEFLQ qualification or three years' relevant experience		0
Total		1
Comments		
None.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification/profile		3
TEFLI qualification		0
A TEFL 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		3
Comments		
None		

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	20	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
Overall totals adults/under 18s	20	0
Overall total adults + under 18s	20	

Points to be addressed

There are no points to be addressed.

