

Organisation name	QA Higher Education, London
Inspection date	29–30 March 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and S3 have been addressed.

Summary statement
<p>The British Council inspected and accredited QA Higher Education (QAHE) in March 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>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.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The QA Group offers consultancy, apprenticeship programmes, and training and professional programmes in the areas of management, IT and business systems and skills. Since 2011, through its higher education department, it has also run academic programmes that are validated or franchised by UK universities. The QA Business School (QABS) in London was initially accredited as a branch campus of the University of Ulster (UoU) and ran English for academic purposes (EAP) courses as part of this provision. Since 2014, however, it has been accredited in its own right. In the years since then policy decisions have included the discontinuation of general English courses and the embedding of English language support within academic courses. In the last two years, however, the nature of the English language provision has stabilised: QAHE now offers only programmes in pre-sessional English (PSE) and the EAP component of international foundation programmes (IFP) and these serve as preparation for academic programmes on campus in its partner universities. These English courses are designed, together with dedicated course materials, by QAHE's university partners, but taught by QAHE staff. Each course is quality assured by both the university concerned and QAHE.

In London, QAHE has premises at Rosebery Avenue (Holborn), and at Middlesex Street, near Liverpool Street station. At the time of the inspection, Rosebery Avenue was being used only for academic courses on behalf of Ulster, Middlesex, London Metropolitan, Solent and Roehampton universities. Middlesex Street is the branch campus for Northumbria University London (NUL). PSE courses were launched at this campus in summer 2016. In 2016, QAHE also established a pathway centre with Roehampton University (RU), where it teaches PSE and the EAP components of IFP programmes. QAHE's associate dean (EAP) teaches on and together with the academic management team oversees courses at the Northumbria University (London) campus; oversight of courses at the Roehampton University pathway centre is delegated to the campus manager supported by other members of the academic management team. Courses at the two centres are normally taught by different groups of staff.

The inspection was compliance-only and took place remotely over two days. Meetings were held with the following: from QAHE: the chief executive, the provost and executive dean, the senior dean of faculty, the associate dean (EAP), the head of pathway, the academic programme manager, the head of campus operations, the director of quality, the director of admissions, the head of marketing, the head of estates and facilities management, the head of accommodation, the head of wellbeing and student support, the deputy director of student support and success, and the student engagement manager.

Focus group meetings were held with students and teachers on both campuses, and observations were carried out of six of the nine teachers timetabled to teach during the days of inspection. A late postponement of the inspection made it impossible to observe all ten.

## Address of main site/head office

St James House, 10 Rosebery Avenue, Holborn, London EC1R 4TF

## Description of sites visited/observed

The NUL site was visited remotely (110 Middlesex Street, London E1 7HT). The QAHE premises at Middlesex Street include all the floors of a six-storey modern building near Liverpool Street station. There is a dedicated reception area on the ground floor, together with an open-plan staff office and a social space with computers and a glassed-off study area. The lower ground floor houses a further social space. The 36 classrooms are distributed across all of the floors, where there are also meeting rooms and break-out areas. English language classes take place in a variety of classrooms on different floors. There is lift access to all floors, and toilets for males and females on all floors.

The RU campus is close to Putney and Hammersmith with good transport connections to the centre of London. It has a full range of facilities: refectories, coffee bars, and a shop; sports facilities, including a sports hall, playing fields and tennis courts; a medical centre; a library, opened a year ago; and student accommodation. The university pathway centre is an entity (staff, students, course provision) rather than a physical space. The QAHE team of programme leader, teachers and an administrators share an office; pathway students are taught in a number of different venues on the campus. This venue was not visited.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

QAHE runs 12-week and six-week PSE courses for NUL, with intakes six times per year. Two course-types are offered at the RU pathway centre: a PSE summer programme with three entry points, at 15, ten and five weeks, and the EAP component of an IFP, with entry points in September and January. Students aged 17 are admitted to the IFP programme.

### Management profile

The management of the EAP provision is undertaken by the associate dean (EAP) in Middlesex Street and the head of pathway based in Roehampton supported by a number of specialist managers in Rosebery Avenue.

### Accommodation profile

NUL does not offer accommodation but offers help and support through its accommodation office. QAHE also has an accommodation service to assist students. RU provides similar support, and also has its own offer of a wide range of accommodation at different prices, with places guaranteed for new students. All rooms are single study bedrooms, some with ensuite facilities, others with shared bathrooms. Most also have shared kitchen facilities.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is generally clear and accurate.

#### Premises and resources

The provision meets the section standard. The QAHE and university buildings are in good condition. Classrooms are of sufficient size and there is ample space for students to work and relax. Staff are well served at Middlesex Street but not as well at Roehampton. There is a good range of teaching and learning resources and technology meets the needs of students and teachers.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are 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 the students for security, pastoral care, information and leisure activities are generally well met, although documentation for emergency arrangements is needed at one site. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation, although parental consent forms need to be more explicit in some areas. There are very good arrangements for leisure activities and accommodation where provided.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

<b>Strategic and quality management</b>	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.	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

There is a clear statement, *QA Spirit*, describing the QAHE's goals, values and mission, created in consultation with staff and shared with staff and students through handbooks and policies. There is a strategic plan covering all areas of the work of the organisation with clear and realistic objectives for the future. The structure of the EAP organisation is straightforward, communication is effective and staff felt very well informed. There are good systems in place to collect feedback from students both formally through initial and end-of-course reviews, and regular meetings and tutorials. Staff feedback is collected through quarterly anonymous staff surveys, performance management and other regular meetings; feedback is collated and analysed and there is evidence of action being taken. A detailed self-evaluation document is in place and up to date.

<b>Staff management and development</b>	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

A full range of human resources policies is in place, and available to staff on the QAHE website, at induction and through the various staff handbooks. Job descriptions are available for all members of staff and are reviewed regularly, though they are not dated. Recruitment and induction procedures are good. The continuing professional development (CPD) record provides evidence of QAHE's commitment to developing staff and responding to their development needs.

<b>Student administration</b>	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.	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

Students commented very positively on the helpfulness and friendliness of all staff. Pre-arrival advice and guidance is personalised and communication with prospective students is thorough. The systems and circumstances for enrolment, cancellation and refunds are appropriate and student and course details are up to date; these are managed by the partner universities, but they can be accessed at any time by QAHE. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the course and the complaints procedure are clearly communicated to students through student portals and handbooks.

<b>Publicity</b>	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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the QAHE website. It contains signposts to university sites and links to downloadable prospectuses.

Publicity is accurate and gives rise to realistic expectations. Information is generally presented in clear and accessible English, although there are a few language errors. Information on courses is well presented and easy to find. Teaching staff are described as 'highly' or 'well' qualified when not all of them are. Evidence was provided that both these issues had been remedied on the final day of the inspection; they are no longer points to be addressed.

### Premises and resources

<b>Premises and facilities</b>	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.	Not met

**Comments**

The video tour of the premises available during the inspection showed that the Middlesex Street premises are in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout and are very well equipped. There are excellent facilities in place for staff and students to relax. Signage is generally good and exits are clearly signposted. Noticeboards contain all required information for staff and students. Space for staff is satisfactory at Middlesex Street but teachers at Roehampton reported that their two very small offices were remote and not fit for purpose.

**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**

There are sufficient appropriate, high-quality materials, largely produced in-house. Teachers reported that they had ample resources. Classrooms are well equipped technologically and supported by IT staff. Independent learning is a key element in all courses in order to prepare students for the conditions of academic life; relatively frequent tutorials support students in achieving this autonomy and they are trained in the use of the universities' virtual learning environments (VLE). There is an annual cycle of module evaluations and programme plans.

**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**

All staff are suitably qualified and experienced for the courses they teach. The academic managers are also qualified and experienced for their roles.

**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.

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
<b>Comments</b>	
Teachers are allocated courses appropriately. There are strong cover arrangements for both the Northumbria and Roehampton cohorts. Teachers felt well supported. They are observed at least once a year by a TEFLQ manager and there are also systems for peer and cross-disciplinary peer observations.	
<b>Course design and implementation</b>	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	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.	Met
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
<b>Comments</b>	
Course design is based on a needs analysis of students and reviewed systematically in response to student and teacher feedback to ensure their needs are being met. Learning strategies are central to the students' learning experience, and are focused on in induction, during classes and through additional resources and homework. Activities replicate the mainstream academic experience as far as possible; for instance, students submit work through a plagiarism checker.	
<b>Learner management</b>	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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
<b>Comments</b>	
There are in-course formative and summative assessments as well as a final summative event which, when passed, allows the students to progress to their main academic courses. Students are well supported with a relatively high ratio of tutorial to classroom hours.	
<b>Classroom observation record</b>	
Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	EAP modules
<b>Comments</b>	
There were ten teachers teaching in the week the inspection was originally scheduled, but an unexpected postponement of one week reduced the number that it was possible to observe to six.	
<b>Teaching: classroom observation</b>	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 Knowledge of language systems, especially as used in EAP, was good. Explanations were generally clear and examples given were helpful. Teachers were confident and able to provide good support to help students navigate complex language.

T24 Course content was highly relevant to students' needs. There were good student profiles; teachers seemed to be very familiar with students' work and were clear about how suited it was to the academic contexts they were soon to encounter. Lessons were clearly planned with specific students in mind.

T25 Intended learning outcomes were embedded in materials. Lesson plans were coherent, with clear statements of intended learning outcomes.

T26 There was evidence of a good range of appropriate techniques in use, including skilful elicitation of language and ideas and clear giving and checking of instructions. There was judicious use of drilling, especially for correct pronunciation, but occasionally an opportunity for helpful controlled practice was missed. At times, too much of the talking was done by the teacher, delivering explanatory talk where a different technique would have been preferable,

T27 Use of technology was generally at least competent and, at times, highly efficient. The VLE was also usefully incorporated in classes at times. Also, some teachers made use of additional materials that had students moving around and talking. Teachers made regular reference to past learning and shared language experience.

T28 On-the-spot correction and feedback was generally timely and appropriate. Teachers were encouraging and ready to give praise. In some stronger segments, there were good examples of teachers shaping students' oral production to facilitate self-correction. However, in other segments, the range of approaches to correction was not wide.

T29 It was clear from lesson plans and from the segments observed that evaluation was done systematically and effectively. Tasks are built into the course allow for ongoing evaluation of learning/progress and there was clear evidence of students being encouraged to self-evaluate. Checks on self-perceptions of learning are also built into some lesson plans. Lessons were well-staged and appropriately scaffolded. Homework was regularly given and checked. There were regular quizzes and tests.

T30 All teachers were positive and encouraging and students responded well with consistently high levels of engagement. Students in the focus group were very happy with the teaching and the purposeful learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good against the criteria, with the majority being good. Teachers showed a sound knowledge of the language and provided useful models of language use. They had prepared lesson plans which were clearly structured and relevant to learners' needs. Lessons included checks on learning. Teachers managed classroom resources very effectively and used an appropriate range of teaching techniques.

### Welfare and student services

<b>Care of students</b>	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.	Not 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

Detailed risk assessments are in place for both RU and NUL, and there are records of regular fire drills across each campus. Both campuses have 24-hour security teams and good first aid provision. A major incident plan is in place for RU; no equivalent was seen for NUL. Excellent, multi-layered pastoral support is available at both universities and the relevant teams from both campuses are proactive and make themselves and services known to students on arrival through induction. There are appropriate policies to promote tolerance and respect, and staff and students are aware of procedures for dealing with abusive behaviour. All students are informed through a variety of channels of the 24-hour emergency contact number for their university. Both universities ensure appropriate health care provision is available; there is a health centre on the RU campus. Information on travel to each campus, and all other relevant aspects of life in the UK is provided by both universities through handbooks and pre-arrival documents and briefings.

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

#### Comments

NUL does not offer accommodation. RU offers residential accommodation, which is managed by the university and inspected regularly. The residences are appropriately organised and well managed by the accommodation team, who liaise closely with other university staff responsible for security, wellbeing and pastoral care. There are clear systems in place to ensure that most criteria in this area are fully met. Students are responsible for cleaning their own rooms; they are clearly informed of this and cleaning materials are provided; a situation which is acceptable for adults but not suitable for students under 18.

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

W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
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#### Comments

No homestay accommodation is offered.

#### Accommodation: other

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

RU has a dedicated accommodation office, and there is a QAHE private renting guide for all students.

#### Leisure opportunities

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
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W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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W25 Any leisure programmes are well organised and sufficiently resourced.	Met
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W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
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W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
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#### Comments

There is a wealth of opportunity and information about a very wide range of activities and events at both universities. Programmes are very well organised and resourced; much activity is student-led, facilitated and supported by university teams including the students' union. There are clear procedures for risk assessment, and training is provided for those involved in leading or facilitating activities.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

The majority of students are over 18, which is the minimum age at NUL. A small number of pathway students at RU are enrolled at 17 on adult courses. At the time of the inspection there was one 17 year-old on a pathway programme.

The RU safeguarding policy is comprehensive and detailed and has clearly benefited from expertise and experience. It is effectively linked to a wide range of other relevant university policies and procedures. All RU staff

and all QAHE staff undertake basic awareness training. There are two RU designated safeguarding leads (DSLs) and three deputies (DSPs) trained to the appropriate level, with a number of other senior staff having also undertaken DSL training. DSLs and DSPs are indicated on the policy; currently there are no details on how to contact them, although this information is easily accessible and known to all within the university. Appropriate parental consent forms are completed; however, parental consent forms are insufficiently explicit about times when students will be unsupervised in general, and do not require specific consent for the accommodation arrangements without overnight supervision. Overall, accommodation is well managed with very good support and security arrangements for all students, although cleaning arrangements are not entirely suitable for this age group (see W10). Safer recruitment procedures are in place and part of the safeguarding policy. Under 18s are within an adult environment but there is excellent support and back-up for them through multi-layered teams working closely together.

### 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	Spot check under Ulster accreditation, January 2013; First full inspection as QAHE London: February 2014
Last full inspection	October 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	A range of undergraduate and postgraduate programmes in business, computing and health and social care.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector.

Date of foundation	24/04/2010 as QA Business School
Ownership	Name of company: QAHE Limited Company number: 1132520
Other accreditation/inspection	BAC QAA

### 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

<b>Student profile</b>	At inspection	In peak week (2022): January
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	Northumbria University London Campus (NUL): 12 Roehampton pathway: 61	NUL: 18 Roehampton pathway: 123
Full-time ELT (15+ hours per week) 17 years	NUL: N/a; pathway: 1	NUL: N/a; pathway: 3
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
<b>Overall total</b> ELT/ESOL students shown above	<b>74</b>	<b>144</b>
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	NUL 18 UoR 17	NUL 18 UoR 17
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	NUL: 6–12 weeks UoR: 6 months	NUL: 6–12 weeks UoR: 6 months
Adult programmes: predominant nationalities	NUL: Albanian, Colombian, Moroccan, Pakistani UoR: Moroccan, Pakistani, Albanian, Nigerian	NUL: Albanian, Colombian, Moroccan, Pakistani UoR: Bangladeshi, Moroccan, Nigerian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	NUL: 3 UoR: 6	NUL: 3 UoR: 8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	NUL: 3 UoR: 6	
Number of academic managers for eligible ELT courses	NUL: 2 UoR: 2	NUL: 2 UoR: 2
Number of management (non-academic) and administrative staff working on eligible ELT courses	NUL: 2 UoR: 2	
Total number of support staff	NUL: 2 UoR: 2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	NUL: 2 UoR: 2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	NUL: 2 UoR: 2

### Comments

Associate Dean: 6; Head of Team 12; Head of Pathway: 4

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	NUL: 3 UoR: 6

TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
<b>Comments</b>	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	UoR: 10	UoR: 1
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	UoR: 51 NUL: 12	UoR:0
Overall totals adults/under 18s	UoR: 61 NUL: 12	UoR: 1
Overall total adults + under 18s	74	