

Organisation name	Teesside University
Inspection date	21–22 August 2023

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Teesside University in August 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this university offers courses in academic English for adults (18+) in university premises and online.

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, care of students, accommodation, and leisure opportunities.

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

Introduction

Teesside University has around 18,000 full-time and part-time students at its main site in Middlesbrough, of whom approximately one third are international. The university also has a large number of students at its Darlington campus, on franchised courses in nearby colleges and in colleges overseas.

English Language Teaching was established in 2006, largely to offer provision for all international students in the university through pre-sessional, in-sessional or foundation courses. The English Language Centre (ELC), which is located within the School of Social Sciences, Humanities and Law, has recently become an autonomous unit. Only pre-sessional courses now fall within the scope of accreditation. In addition to the head of the ELC, there are currently three co-ordinators and six full-time permanent tutors. A number of sessional staff are employed on the summer pre-sessional.

The inspection, which was conducted remotely and included a virtual tour of the premises, took two days. Meetings were held with the head of ELC, the associate dean (international), the EAP co-ordinator, the assistant director of student wellbeing, the assistant head of accommodation and housekeeping, the ELC administrator, and the head of international recruitment. Focus group meetings were held with staff and students. One inspector carried out a remote tour of a student residence. All teachers teaching on the days of the inspection were observed.

Address of main site/head office

English Language Centre, Clarendon Building, Teesside University, Borough Road, Middlesbrough TS1 3BA

Description of sites visited/observed

The university is a five-minute walk from Middlesbrough town centre. The campus has a mixture of new buildings and refurbished older buildings among numerous green spaces and walkways. The ELC is located in the Clarendon Building, in close proximity to the library and student union. Teaching rooms are timetabled centrally, so classes can take place in most buildings. At the time of the inspection, only one face-to-face class was taking place; however, suitably equipped rooms are available in the Clarendon Building for staff to conduct classes online. Halls of residence are on the perimeter of the campus, within easy walking distance, as are all administrative buildings.

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

The ELC offers 12-week and six-week pre-sessional courses on campus and online. These are held in summer for entry in October, and in autumn for January entry. The course includes 12.5 hours of tuition per week, as well as guided learning based on set tasks and materials (two to three hours per day), independent study (two to three hours per day), and weekly individual tutorials.

Management profile

The head of the ELC, who reports to the associate dean (international), leads a team of three academic co-ordinators, six permanent full-time academic tutors, and a number of sessional tutors on fixed-term contracts.

Accommodation profile

Accommodation is offered in self-catering university residences which are all on or near the campus. During the summer, ELC students were being accommodated in a modern building close to the centre of the campus in

ensuite rooms arranged in clusters, with a shared kitchen/diner. Facilities within the residence include a television in each kitchen/diner, a laundry, a lounge, a large screen cinema room and a gym.

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 very comfortable and well-equipped professional environment for work and relaxation. A range of appropriate 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. *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 professional profile (qualifications, experience, and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students. Courses are carefully 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*, and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in a number of respects. The needs of students for security, pastoral care, information and leisure activities are very well met. Students benefit from well-managed student services. The accommodation provided is of a high standard and accommodation systems are managed very effectively. *Care of students*, *Accommodation*, and *Leisure opportunities* 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.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The university's corporate vision and mission are set out very clearly in its framework of values and behaviours, in which seven core values are elaborated for senior leaders, people managers, and all staff. These values are referred to during recruitment, induction and professional development review meetings.

M2 The senior management of the university has a carefully thought-out development strategy designed to achieve an appropriate balance between undergraduate and postgraduate students, home and international students, and international students from different parts of the world. Considerable investment has taken place in recent years in campus facilities, including a dedicated building for postgraduate students. Recognition of the importance of the ELC in fulfilling international aspirations has recently been reflected in the regrading and expansion of the permanent academic staff. The ELC's own organisational plan is appropriately detailed, realistic, and subject to regular review.

M3 There is a clear and effective structure in place for the ELC operation, understood by all teachers, and made known to students. The three EAP co-ordinators can cover for each other; there are prudent cover arrangements for PSE teaching; and administrative support and sound systems ensure that the operation runs smoothly.

M4 There are effective systems for communication. PSE staff attend a weekly meeting, which is minuted. Outside the summer period, permanent staff have monthly minuted meetings, with actions reviewed at the subsequent meeting. The ELC is represented on committees relevant to its international focus.

M5 There are regular and varied systems for collecting feedback from students. These include surveys, individual tutorials, and mid-course and end-of-course meetings with class representatives. Student feedback is discussed during PSE meetings.

M6 Staff feedback is encouraged in PSE meetings and collected more formally through mid-course surveys and exit questionnaires. Annual professional development reviews offer a further opportunity for feedback from permanent staff.

M7 Ample evidence was seen, in the form of minuted meetings, collated feedback, an annual review which details changes made, and a detailed self-evaluation, of a serious commitment to review of systems, processes and practices with a view to improvement. All points to be addressed from the last inspection had been actioned.

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 regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 There is a comprehensive suite of HR policies, among them equality and diversity and whistleblowing. These and HR services are made known to staff through an Intranet site.

M10 Although vacancy application forms ask for two referees, the university's current policy is to take up only one, and only one reference was on file for the sessional teachers sampled.

M11 Sessional teachers on the 12-week PSE course have a five-day induction to the ELC and the course; those on the six-week course have a two-day induction. All staff complete mandatory university courses and receive an HR e-book.

M13 There are very good opportunities for continuing professional development (CPD). The university offers a wide range of courses to staff and provides financial support for staff who wish to upgrade qualifications and conference attendance. The ELC arranges input sessions conducted by team members as well as convening and hosting a Special Interest Group on Academic Literacies. Teachers on the 12-week pre-sessional were appreciative of the opportunities for peer observation, and those on the six-week course with less EAP teaching experience for the support of more experienced mentors.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Not met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M15 Although information on the PSE course is available on the website (but see M24, below) and students are fully briefed during their induction, several online students in the focus group felt that they had not received sufficient information in advance.

M16 Deposit and refund policies have been carefully formulated to be accessible to international students. These are easy to find in a drop-down menu on the website.

M18 The university's student record system does not record information on whether emergency contacts speak English, and local contact details were not on file for all students.

M19 There is a very clear attendance policy and expectations concerning punctuality are explicit. Both attendance and punctuality are monitored and followed up if necessary.

M20 The university has a disciplinary policy which defines misconduct and indicates sanctions. This, and the student code of conduct, have been simplified to ensure that they are accessible to students with limited English. All policies are introduced to students during induction.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the university website.

M23 Information specifically intended for PSE students has been carefully written to be accessible, and the language used in other areas of the website is clear and accurate. A translation tool is available if needed.

M24 Although much of the information required is included, times of classes, private study periods and the number of taught hours per week are not stated, and non-teaching days within the course are not indicated.

M27 PSE students are referred to general information on university residences. This is accurate and detailed, with the exception of cleaning arrangements.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength

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

Comments

P1 The premises are of a very high standard and external areas are well cared for. The campus provides a very comfortable environment for students and staff.

P2 Classrooms offer an excellent teaching and learning environment. They are spacious, light, and well equipped, with furniture which allows for a variety of layouts.

P3 There are comfortable, well-designed relaxation areas in all buildings, together with external seating in green spaces.

P6 The staffroom is large and spacious, with comfortable seating, and lockers for personal storage. There is a kitchen off the staffroom where staff can prepare hot drinks and food.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Students on both online and face-to-face courses are provided with a range of suitable resources (commercial and specially-designed) for classwork and guided and independent study; they also have access to online materials in the university library.

P8 Staff have access to very well designed standardised materials, as well as coursebooks. The ELC staffroom also has a collection of varied teaching materials.

P9 All classrooms are well equipped, with interactive whiteboards, data projection facilities, internet access, and whiteboards. Prompt technical support is available, and there are training opportunities for staff to update their technological knowledge and skills.

P10 Campus facilities for independent and small-group learning are excellent. In addition to those in the library, which include hundreds of free-access computers and borrowable laptops, additional facilities are available in the new Student Life Building and the new Postgraduate Building.

P12 Resources are subject to thorough review, both continuous and summative. They may be modified during a course as a result of student or teacher feedback, but are also assessed in an end-of-course review by the course leader. Evidence was seen of changes implemented as a result of the review process.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T2 Rationales were presented for four staff who were teaching EAP but were not TEFLQ. All were TEFLI. Two had considerable relevant experience of teaching EAP; the other two were offered shorter contracts, on the six-week course, and were supported by two experienced TEFLQ cover teachers. All four rationales were accepted in the context of this inspection.	
T3 The academic team as a whole has a good range of international and EAP experience. Several also have postgraduate qualifications.	
T4 Both academic managers have considerable relevant experience and are well qualified.	

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments	
T7 There are effective systems, including a cover rota, to ensure cover for all classes. These allowed sessional teachers on the 12-week course to take part in peer observation.	
T9 The academic manager and course leader are available for day-to-day support as necessary, with further individual support offered to less experienced teachers by experienced mentors on the academic team. PSE team meetings are also held weekly. Sessional teachers in the focus group were very appreciative of the opportunities for peer observation.	
T10 All permanent teachers are observed annually, and sessional teachers at least once. Observation records are very thorough, with areas for development clearly indicated.	

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments	
T11 The course, which provides a balanced blend of input, guided study and independent learning, has been carefully designed to meet students' current and future needs. The course structure is clearly described in the student handbook and on the virtual learning environment (VLE).	
T12 The course is reviewed annually by the ELC teaching team using student and staff feedback and a report, with recommendations, submitted to the International Committee. Evidence was seen that recommendations have been implemented.	
T13 Course objectives, learning outcomes, and detailed information on assessment are included in the student course guide, and referred to frequently during lessons.	

T15 Guided learning and independent learning are integral components of the course design. The 'flipped approach' adopted also encourages students to prepare for and follow up on input sessions.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Placement takes careful account of a range of factors, including certified level of English, level of intended degree and, as far as possible, academic specialisation (arts, science, business). Level of English is checked at the start of the course via tests and an interview.

T18 Weekly individual tutorials and assessed tasks are used to monitor and evaluate student progress, and grades are recorded on the VLE. Students are encouraged to set their own learning goals and assess their progress towards these.

T22 All students are expected to progress on to their chosen degree programmes and have good access to relevant information and advice about these programmes in advance of and during their PSE course. For students on an online PSE course, this is available through the university's overseas offices. On campus, the Student Life Building houses all student services, including an excellent careers counselling service. A wealth of additional information can be accessed online.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

One class was onsite; all other classes were online.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not 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.	Strength

Comments

T23 Teachers provided accurate models of spoken and written language and awareness of the language requirements of academic English, such as degrees of formality.

T24 Good awareness was demonstrated of the linguistic and functional needs of the students. The content, which was often challenging, was appropriate. Knowledge of the students' background and study goals was used to advantage.

T25 Teachers typically explained lesson aims to students (rather than learning outcomes). Learning objectives were generally achieved, although students' performance in break-out groups indicated that students needed more controlled practice.

T26 A range of techniques was observed: questioning and follow-up to help students clarify their ideas, and prompting and encouraging students to extend their use of the language were both generally well handled. Instructions were clear and timing for activities indicated. In stronger segments, teachers also used economical techniques for checking on whether groups and individuals had completed tasks. There was little evidence of teachers employing techniques to help students improve their pronunciation and fluency.

T27 Technological resources were used with confidence and in most cases efficiently; during online lessons there was use of such features as the chat box, shared screens and break-out rooms. In some online classes, students' or teachers' faces were barely visible or not sufficiently lit.

T28 Teachers monitored and gave encouragement and praise. Self and peer correction were both encouraged, linguistic feedback was given on written tasks, and there was some evidence of planned delayed feedback. However, in most segments observed, feedback on students' oral production was predominantly a response to students' ideas, and opportunities were missed to pick up on student errors following break-out groups.

T29 Lessons included tasks to assess whether learning had taken place. Reference was made to previous learning and to students' long-term goals.

T30 Overall, teachers created a purposeful and positive learning atmosphere. In most cases, students were fully engaged. Feedback from the student focus group confirmed that students are benefiting from their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers provided good models of English and awareness of the conventions of EAP. Lesson content was relevant and learning objectives generally achieved. Teaching techniques were appropriate and technology was used confidently. Teachers monitored carefully, gave linguistic feedback on students' writing, encouraged self and peer correction, and included tasks to assess learning; overall, however, students received insufficient preparation to enable them to express their ideas fluently and with good pronunciation. In general, the learning atmosphere was purposeful and positive, and students were fully engaged.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are very good systems, based on thorough risk assessments, to ensure the safety and security of students and staff on campus. There is CCTV and 24-hour security; students are encouraged to download a 'safezone' security app to access help at any time.

W3 There is excellent provision for pastoral support both within the ELC, through weekly tutorials which have a pastoral function, and through comprehensive and easily accessed university support and accommodation services.

W4 The university's expectations of student behaviour are made clear. These expectations are referred to during the induction for ELC students, and a simplified version of the university's policy, with a glossary of key terms, is

available. Activities and events to promote mutual understanding and respect are run by the university throughout the year.

W6 There is a meet-and-greet service, and clear information is available on independent travel. Taxis at no additional cost are arranged for students arriving singly or in small groups.

W7 Information is made available in advance and during the induction period, when students are helped with practical issues, such as opening a bank account. During the online PSE course, there is a focus on the culture shock students may experience and ways of adapting to life in the UK.

W8 Information is available in advance about health care provision (some in translation or with key vocabulary explained), and reinforced during induction, when students have an opportunity to register with a local medical practice. Details of the first aiders in each building are made known, and 24-hour security staff are all first-aid trained.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	
<p>W9 The accommodation provided for students in the summer is of a very high standard in all respects; students in the focus group meeting were very happy with their rooms and the facilities.</p> <p>W11 Rigorous procedures are in place to ensure the safety and suitability of the accommodation. Regular checks of rooms are carried out, and any necessary refurbishment or repairs are completed before occupancy.</p> <p>W12 Students receive clear and detailed information about the accommodation they have been allocated. This supplements the helpful information available on the website about the university accommodation.</p> <p>W13 Good, proactive measures are in place to check on students' satisfaction with their accommodation. A welcome meeting is held in each residence. Students can voice any concerns with the security staff and the wardens and there are effective systems for dealing with any maintenance issues.</p>	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
Homestay is not offered.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	

W21 Students who prefer to rent privately are referred to the Student Union. The union employs professional advisers who follow up any complaints and can give advice on contracts and other aspects of private rental.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 There are good systems for raising students' awareness of the social, cultural and sporting events taking place on campus. During induction there is an introduction to the sports and leisure facilities. Information is readily available about any social events organised within the residences.

W24 There is no leisure programme provided specifically for students on the PSE course, but they are encouraged to participate in university events and to make use of the excellent sports facilities. Also, a 'language café' is run. This is an opportunity for students to practise their English in a relaxed way. Campus Services also organise events to encourage a sense of community among home and international students in university residences.

W26 Rigorous risk assessments are drawn up for all activities by trained staff, with guidance from the sports national governing body if appropriate.

W27 All sport coaches and instructors have appropriate qualifications and relevant 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	2010
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Insessional support by ELC within University context
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
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

	At inspection	In peak week: August
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	123	123
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	123	123
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–23	18–23
Adult programmes: typical length of stay	6 to 12 weeks	6 to 12 weeks
Adult programmes: predominant nationalities	Chinese	Chinese

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	13
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	13	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	University staff	

Academic manager qualifications profile

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

Comments

Neither academic manager has a regular teaching role during the pre-session course.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	9
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification	0
Total	13

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	10 on campus	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	113 online	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	123	N/a
Overall total adults + under 18s	123	