

Organisation name	University of Leicester
Inspection date	21–23 November 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.	N/a

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and W26 have been addressed.

**Summary statement**

The British Council inspected and accredited the University of Leicester in November 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](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

The previous full inspection in 2017 was of the English Language Teaching Unit (ELTU) which was then located off the main campus. Since then, a new professional services department has been created: the Centre for International Training and Education (CITE). This includes the Sanctuary Seekers Unit, the Study Abroad Unit and the International Professional Development Unit in addition to the ELTU. CITE has moved to on-campus premises in the centrally located Charles Wilson building (CW). Currently the university has about 21,000 students, of whom 6,000 are international students, studying with CITE or on undergraduate and postgraduate degree courses. CITE sits in the professional services department which is headed by the deputy vice chancellor (professional services).

The inspection took place over two and a half days. Meetings were held with the deputy vice-chancellor (professional services); the chief marketing and engagement officer; the director of CITE; the three assistant directors; a senior teacher; a recruitment advisor (human resources) and representative of the partner recruitment agency; the CITE departmental safety officer; the health and safety business partner for professional services; the CITE business administration manager; the head of student welfare; the deputy director: future students office (admissions and applicant experience); the student immigration, advice and compliance manager; the ELTU programme administration team leader; the deputy director of campus services. Focus group meetings were held with students and tutors. Of the 16 tutors teaching during the week of the inspection, 12 were observed; one of the assistant directors and the senior teacher were also observed. One inspector visited two residences.

## Address of main site/head office

Charles Wilson Building, Leicester University, University Road, Leicester LE1 7RH

## Description of sites visited

The CW building is located centrally on the University of Leicester campus. At the time of the inspection CITE was using rooms on the ninth and fourth floors. On the ninth floor there is a central open plan office and four additional offices. On the fourth floor there are six classrooms and an area with soft seating. Within the building are the following university facilities: student cafeteria and lounge; staff restaurant, lounge, open plan workspaces, and kitchen; prayer rooms, music rooms and a sports hall. Facilities on campus include a students' union, the university library, study and social spaces, cafés and cafeterias, a sports hall and gardens and playing fields.

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 checked="" type="checkbox"/>	<input checked="" 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

ELTU within CITE provides a range of EAP and ESP courses. Some students are taught online, but most classes are face-to-face. There are in-session courses to support undergraduate and postgraduate students across the university; credit bearing English language courses for study abroad students; and pre-session courses. The pre-session courses have set entry points four times a year depending on students' entry level. There are five modules: module A –40 weeks, module B –30 weeks, module C –20 weeks and module D –10 weeks. During the summer period (June to September) there is a six-week pre-session course (module E), and a two-week study skills course for students with an unconditional offer from the university is also run. Throughout the year, short courses and bespoke courses for groups from overseas partner universities are run, and ten-week courses to prepare for the Occupational English Test (OET) are also offered. However, none were running at the time of the inspection.

## Management profile

The director of CITE reports to the chief marketing and engagement officer who, in turn, reports to the deputy vice-chancellor (professional services). The director line manages the three assistant directors. Tutors and CITE administrative staff are managed by the assistant directors.

### Accommodation profile

The university offers a range of residential accommodation at its two student villages. Over 3000 rooms are available in total. Rooms can be single or shared, ensuite or with a shared bathroom. All rooms have access to a shared kitchen, common spaces and laundry facilities.

### Summary of inspection findings

#### Management

The provision meets the section standard. The provision operates to the benefit of students and staff and in accordance with the provider's stated goals and values. The management structure is clear, there are good channels of communication and effective quality assurance systems. Student administration is carried out sensitively and efficiently. Publicity is attractive, accurate and comprehensive.

#### Premises and resources

The provision meets the section standard. The premises provide staff and students with a comfortable and professional environment for work, study and relaxation. Resources for learning and teaching are of a high standard. Support and guidance in the use of these resources is good.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive excellent guidance from a strong academic management team to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard. The needs of the students for pastoral care, information, advice and support are met. Measures to ensure the safety of students are mostly in place, although risk assessments for activities are lacking and the plan to respond to emergencies is not shared with staff accompanying students on off-site activities. Students benefit from well-managed student services and leisure facilities. The accommodation offered is very suitable.

#### Safeguarding under 18s

No students under the age of 18 are accepted.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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
<b>Comments</b>	
There are clear statements describing the goals and values of the university and of CITE, and a strategic development plan for the future of the centre within the wider context of the university. The structure of the English language teaching operation is clear and works well. Communication is effective and staff feel well informed and included in decision making. There are satisfactory systems in place to collect feedback from students in writing, as well as face-to-face. Regular student representative meetings are held and minuted. Staff feedback is collected both informally and through structured meetings. Information obtained by these various methods is included in course reports and used to inform future development. A detailed self-evaluation document linked to updated policies and procedures is in place.	
<b>Staff management and development</b>	
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
<b>Comments</b>	
Human resources policies and procedures are appropriate and made known to staff through recruitment documentation, handbooks and contracts of employment. Detailed job descriptions are in place for all members of staff. Recruitment procedures are thorough and staff records sampled had the required documentary evidence in place. Induction and appraisal policies and procedures are very effective. All members of staff are engaged with continuous professional development. The completion of mandatory training is well documented.	
<b>Student administration</b>	
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
<b>Comments</b>	
Feedback from students about the helpfulness and friendliness of customer service staff is positive. Pre-arrival advice and guidance is of a good standard. The systems for enrolment, cancellation and refunds are well managed and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and rigorously implemented. Conditions under which a student may be asked to leave the university, and the complaints procedure, are clearly communicated to all stakeholders.	
<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.	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.	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 website. Information about the university and the programmes offered by CITE is well presented and comprehensive, with content written in accurate and accessible English. Costs are clearly described. The residential accommodation and costs are also accurately described.

### 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.	Met

#### Comments

The premises in use at the time of the inspection are in a satisfactory state of repair, decoration and cleanliness. The classrooms are spacious, light, quiet, and are suitably furnished and equipped. Within the Charles Wilson building, there are good facilities for staff and students to work and relax; water is available and there is a choice of affordable food. Signage is satisfactory, and there are facilities for the display of general information. On campus, students have access to a wide range of study, social and sports facilities.

<b>Learning resources</b>	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

A wide range of learning materials is available to students and teachers, including material on the virtual learning environment (VLE) and in the virtual self-access centre (VSAC). CITE operates a small lending library with EFL and EAP practice books and simplified readers. The university library also has a range of resources and subscriptions to

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relevant journals. Some courses make use of appropriate coursebooks and students are given detailed in-house produced guides and course/module materials. For shorter courses and closed groups, materials are selected and designed to meet the needs of the students. The educational technology is well maintained and supported, and staff receive appropriate training in its use. There are effective procedures for the review and development of teaching and learning resources.

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## Teaching and learning

<b>Academic staff profile</b>	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

The team has a range of experience, knowledge and skills appropriate to the courses offered. The academic management team has a strong professional profile; it provides effective academic leadership and support. Three teachers who teach EAP are TEFLI, but not TEFLQ. Two of these teachers have completed two modules of a three-module course leading to a diploma qualification; the third has a post-graduate degree in philosophy in addition to a TEFLI certificate. All three have undergone training to prepare them for the courses they teach and are supervised and supported through the effective course management structure. Rationales were provided and accepted within the context of this inspection.

<b>Academic management</b>	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.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Tutors are matched appropriately to courses. The timetabling of students, teachers and courses is managed well. Cover arrangements are good. The assistant directors and course coordinators monitor the provision and are available on a day-to-day basis to guide and support. There are effective systems in place for the observation and monitoring of teachers' performance; these inform teacher development programmes.

<b>Course design and implementation</b>	Met
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

### Comments

Each course or module has a clear rationale for its structure, content and use of resources. The learning objectives and outcomes and assessment requirements are clearly described for students and for teachers' guidance. Course design is reviewed formally; detailed end-of-course reports make recommendations for development. All programmes are designed to include study and learning strategies that support independent learning and which

prepare students for higher education study. Some of the summer courses include additional activities within the curriculum which develop the students' use of language outside the classroom.

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

#### Comments

There are effective procedures for the placement of students onto appropriate courses/modules. Most students are preparing for, or are already following, university degree programmes. The procedures for evaluating, monitoring and recording students' progress are clearly set out and efficiently managed. Students, and where relevant their sponsors, receive certificates, reports and assessment transcripts as appropriate to the course or module completed.

#### Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	Pre-sessional; In-sessional; English for Study Abroad.

#### Comments

Four teachers who were teaching during the week of the inspection were not observed. One of the assistant directors and the senior tutor are included in the number above.

<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 Good knowledge of linguistic systems was in evidence. Accurate models were provided, including the pronunciation of individual words and connected speech. In better lessons, use was made of phonemic script and stress marking. Teachers gave clear explanations and relevant examples and dealt well with student questions on language.

T24 Topics and materials were appropriate in all lessons, with course objectives and cultural backgrounds taken into account. Better plans included detailed student profiles and planned differentiation. The majority of lesson plans also allowed for learning outcome checks.

T25 Relevant and well-expressed learning objectives and outcomes were present in all lessons. There was a clear link between activities and outcomes and lessons consisted of a coherent sequence of activities.



T26 A range of teaching techniques was competently and confidently used. These included nomination, elicitation, and regular checking of understanding. There were controlled practice activities which focused on accuracy and students were also given the opportunity to improve their written and spoken fluency.

T27 Teachers demonstrated effective classroom management. Teachers gave clear instructions and students were paired and grouped effectively. Competent use of technology was in evidence. Electronic and paper-based course materials were used well and where the coursebook was used, it did not dominate. However, some boardwork was untidy.

T28 Teachers monitored students throughout the lessons and demonstrated a range of correction techniques including on the spot, peer and delayed. Error correction was an integral part of the better lessons.

T29 Review and evaluation activities were included in all lessons. Techniques were used to encourage self-evaluation.

T30 There was a positive and purposeful learning atmosphere and, in a good majority of the lessons, students were fully engaged. A number of lessons included good personalisation of materials and students were used effectively as a resource.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or better. Teachers demonstrated good awareness and knowledge of the needs of their students and of the language being taught. The content of the lessons and the techniques and resources used were appropriate. Students reported that they were enjoying and benefiting from their lessons.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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

There are effective measures to ensure the safety of students on campus; however, the plan to respond to emergencies is not known by staff who accompany students on off-site activities and excursions. Students receive appropriate pastoral care and policies are in place to promote tolerance and to deal with any abusive behaviour. Students receive advance information on transport to the university. Advice on living in the UK is given before arrival, during induction and in the student handbook. Students are able to access health care locally.

Accommodation (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.	N/a
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

A very suitable range of residential accommodation is available to students. Rooms are spacious and well furnished. Common areas are well maintained and regularly cleaned. All room types have access to shared kitchens and many of the rooms are ensuite. All rooms are inspected by a member of the university team on a regular basis and there are various ways the university identifies and resolves accommodation issues. Meals are not offered at the residences but there are many cafés and restaurants in the nearby area.

<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 accommodation 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.	Met

#### Comments

Advice about accommodation is available from the university's student union. The university recommends a third-party accommodation agency, which is situated on the campus. Two members sit on its board to ensure it is monitored.

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students receive information about social, cultural and sporting events taking place in the local area in the form of a weekly email. Short courses, including those taking place in the summer, have a leisure programme, which is appropriate to the age and interests of the students. The provision is well organised and resourced, although risk assessments for excursions are overly generic and do not take specific risks related to the trips into account. Activities which do not include transport by private coach have not been risk assessed.

#### 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	2008
Last full inspection	2017
Subsequent spot check (if applicable)	January 2023
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	Face-to-face in-country programmes; online programmes delivered to students located in-country; classes for refugees and asylum seekers; externally validated teacher training courses; international professional development courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### State sector

Type of institution	University
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/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 2023
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	53	267 (some online)
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	45 (+130 In-sessional)	0
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	98 (+130 In-sessional)	267
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	20–30	20–30
Adult programmes: typical length of stay	3 weeks to 1 year	3 weeks to 1 year
Adult programmes: predominant nationalities	Chinese, German, Saudi Arabian, Spanish, Turkish	Chinese, Japanese, Saudi Arabian, Turkish

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	16	36
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	16	
Number of academic managers for eligible ELT courses	4	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	University staff	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

#### Comments

The director, two assistant directors and a senior tutor.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16

#### Comments

The senior tutor is included in the total of academic managers, above.

### 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	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	65	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	0	0
Staying in privately rented rooms/flats	33	0

Overall totals adults/under 18s	98	0
Overall total adults + under 18s	98 (not including in-sessional)	