

Organisation name	University of Manchester
Inspection date	6–8 February 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 the University of Manchester in February 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 large English language teaching department of this university offers courses in general, academic and professional English for adults (18+) and for closed groups of adults (18+) and online.

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

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

Introduction

The University of Manchester was formed in October 2004 through the merger of two former institutions. It is one of the largest UK universities, with a student population of over 45,000, including more than 18,000 that are classified as 'international'.

The University Centre for Academic English (UCAE) is part of the School of Arts, Languages and Cultures (SALC) which is part of the Faculty of Humanities. The UCAE is led by a director, with responsibility for all UCAE activity, alongside the centre manager, who has responsibility for the professional services team and all related activity.

At the time of the inspection, there were two academic managers working alongside the centre director and centre manager to oversee activity within the UCAE. Supporting these positions are a number of senior language tutors with co-ordination duties, and predominantly fulfilling the teaching and learning activities, and a number of academic English tutors.

The UCAE is supported by being part of the wider university as well as having its own dedicated professional services team.

During the pandemic the UCAE moved to online delivery of all programmes. Although much of the teaching is now delivered in person on campus, the UCAE continues to offer online provision. Plans for the UCAE include continuation of both modes of delivery to suit the individual needs of students.

The inspection involved two inspectors and took two and a half days. Meetings were held with the head of school, the head of school operations, the centre director, the centre manager, the centre operations manager, the head of pre-sessional programmes, the head of academic success, a senior language tutor, the director of residential services, the campus liaison co-ordinator for residential services, the head of accommodation and administration services, the faculty admissions officer, the student admissions and fees administrator, the director of the international society and the centre resources coordinator.

Focus group meetings were held with teachers and students. All 16 teachers timetabled at the inspection were observed, 15 teaching face to face and one online. One inspector visited a university residence.

Address of main site/head office

Samuel Alexander Building, University of Manchester, Oxford Road, Manchester M13 9PL

Description of sites visited

The UCAE is based in the Samuel Alexander Building (SAB), which is part of SALC. The SAB is a core building in a central part of the main campus, with entrances on south and north sides.

The reception, student hub and a number of its offices are in the west wing of the building on the ground floor. In addition, this area has a common room for students as well as general student seating and waiting space. The UCAE welfare office is located opposite the student common room in order to ensure it is visible to students and staff alike. In the south wing, there are seven dedicated classrooms along with tutors' offices. There are also tutors' offices on the lower ground floor of the west wing.

The UCAE dedicated Open Learning Centre (OLC) is on the lower ground floor of the north wing, and has a multimedia studio, a library, and a computer room, as well as private and social study spaces. In this area, there is also an OLC office and an open area with noticeboards for initiatives such as language exchange opportunities. The UCAE's teaching also takes place in a large number of buildings in addition to SAB around the University's campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 English for Academic Purposes Programme (EAPP) consisting of academic English Language learning with an introduction to academic study skills, is offered throughout the year for between 10 and 40 weeks of study. The centre contributes to the university's Foundation year programme through Foundation Academic Skills, as well as offering two credit-bearing courses in English Language/EAP.

The Academic Success Programme (in-sessional) (ASP) is offered during term time to support registered students. A large pre-sessional programme (PSE) with three main entry points runs between April and September. An English Summer Programme (ESP) is also run during the summer, offering English Language with British Culture. The UCAE occasionally receives closed groups and/or provides input for such groups for other faculties.

Management profile

The UCAE director reports to the head of the school operations with a 'dotted line' to the academic head of SALC. The director is also part of a university-wide strategic board that oversees the direction and operation of the UCAE. The centre manager and heads of academic programmes report to the centre director. Operations and centre administrative staff report to the centre manager, and academic senior language tutors / academic leaders and language tutors/academic English Tutors report to heads of programmes.

Accommodation profile

UCAE offers a range of residential accommodation for summer students and to all students during their first year of study. Five ensuite and five standard self-catering halls of residence are offered, and the hall visited also provides a variety of meal options if required; there are recreational space and additional facilities. Practical and welfare support are provided on an ongoing basis so that students can quickly resolve any accommodation issues they may have. Halls of residence are mostly provided and managed by the University. Manchester University Homes offers practical and legal support to students looking for their own accommodation after their first year of study. Halls are located either within walking distance or a short bus ride from the main campus.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There is a clearly communicated sense of direction underpinned by policies and well-designed systems for quality management and administration. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is accurate and information is easily accessible. *Strategic and quality management, Staff management and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students with a well maintained, comfortable and professional environment for work and relaxation. A wide range of teaching and learning resources is available to meet the needs of students and teachers. Guidance on the use of 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. Teachers have a professional profile appropriate to the context, and the academic management team is highly qualified and widely experienced. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and well managed, providing the maximum possible benefit to students. Course design is regularly reviewed and students are encouraged to become independent learners. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and

safety are very well met. The accommodation provided is of a satisfactory standard, and appropriate systems are managed effectively. There are a variety of well-organised social, cultural and sporting activities. *Care of students* 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 Explicit statements of the university's goals and values are displayed on the website and disseminated widely through many channels. The goals, values and strategy of the UCAE are fully aligned with these overarching goals and values. Staff are kept informed through various consultative channels of communication.

M2 There are clear and ambitious plans in place taking current post pandemic circumstances into account for the future of the university both locally and internationally, with the UCAE having a key role in these plans. Objectives are realistic, and progress towards achieving them is measured consistently.

M3 The structure of the UCAE is clear and works very well. Continuity is ensured at all times as the centre director, the academic heads and senior language tutors can deputise for each other. A dedicated professional services team supports staff and students, with key staff able to deputise for each other, adding to the overall quality of provision.

M4 Channels of communication are clear, appropriate and effective. Meetings at various levels take place frequently and information is minuted and actioned. Staff in the focus group meeting felt they were consulted and involved in communication with both the UCAE and the wider institution.

M5 The university and the UCAE have comprehensive and varied means of collecting feedback from students, including individual tutorials, initial and end-of-course feedback and regular meetings with staff. All feedback is recorded and collated for analysis and feeds into future planning.

M6 Staff feedback and concerns are given through various channels including regular UCAE meetings, appraisal systems, annual away days, an annual staff survey, as well as other informal opportunities. Teachers in the focus group felt that management was supportive and approachable and that there was generally a positive response to feedback.

M7 All aspects of the provision are reviewed frequently and consistently as part of the overall quality systems of the university. At a more local level, student feedback, personal tutorials and close monitoring of courses ensure that quick action can be taken to review and adapt as necessary.

Staff management and development	Area of strength
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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.	Strength
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 A comprehensive suite of human resource policies is in place, easily accessible to staff on the staff portal.

M10 Detailed procedures, checklists and templates are in place for each stage of the recruitment process and there is clear evidence of consistent implementation, including full and thorough interviewing processes.

M11 Detailed and thorough induction procedures are in place both for permanent and seasonal staff including a formalised buddy system. Summer pre-sessional staff receive a number of paid induction days. Heads of programme and senior tutors provide support, regular meetings and close mentoring of new staff members. The most recently appointed staff in the teacher focus group spoke highly of the induction they had received.

M13 The university is committed to continuous professional development (CPD) for all staff, evidenced by the paid induction days for new staff, the various formal and informal meetings and theUCAE's own internal CPD programme. CPD and support is offered to summer staff. Funding is available to help staff upgrade their qualifications and support is given to staff to undertake projects and present at conferences to enhance their academic profile. There is also a menu of university-wide CPD open to all staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 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.	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.	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

M14 Professional services staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in theUCAE.

M15 Pre-course advice and information for students and their sponsors is abundant and clear on the website. On enrolment, this advice and guidance is continued with staff in theUCAE offering very good personalised support.

M18 Records viewed appeared satisfactory and easily accessible to designated members of staff. Students are frequently asked to update local contact details. At present it is not university policy to record whether the emergency contact speaks English.

M19 The absence and punctuality policy is clear and explained to students as part of their induction with information set out very clearly in student handbooks. Any absences are followed up promptly.

Publicity	Area of strength
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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.	Strength
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.	Strength
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.	Strength
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.

M22 The website includes very clear descriptions, photographs and highly informative videos of the full range of facilities available.

M24 Course information is clear, detailed and consistent. Website navigation is very user friendly allowing for the comprehensive information to be accessed with ease.

M27 Accommodation information is well organised and attractively presented. Photographs are clearly captioned and videos featuring recent students provide all necessary information to enable applicants to make informed choices.

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.	Met
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.	Strength
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 Premises are extremely clean and very well maintained in all areas.

P3 There is excellent provision for students outside class time, with a wide range of welcoming spaces in a variety of different configurations. The wider campus provides additional pleasant outdoor seating and relaxation areas.

P4 Water fountains are available in all university buildings and there is a wide choice of catering outlets across the campus. Students are offered discounts on presentation of their student card. Food sampled in one of the outlets was reasonably priced and of a good standard.

P6 Staff have the use of a well-equipped kitchen, shared common rooms and seating areas. Permanent members of staff share offices, two or three staff per office. Temporary seasonal staff are given classrooms as their staffrooms in the summer months.

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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Learning resources for students are excellent. All course-related material is available to them on the virtual learning environment (VLE) with plenty of additional materials to work with independently.

P8 Resources for teachers are equally plentiful, easily accessible and well-organised. Teachers are encouraged to contribute to the development of new materials. Teachers in the focus group spoke highly of the quality and quantity of resources available to them.

P9 Educational technology in the classroom is very good as is technical support. Teachers reported speedy response to any help needed.

P10 The UCAE has its own well-resourced open access centre which is well used by students. It has a range of clearly organised materials appropriate for the courses offered, computer and printing facilities and various spaces for independent study or group work.

P11 The open access centre provides a great deal of support and guidance on using the resources available. Help and guidance is also given to students at induction in successfully using the VLE. In the wider university, the various libraries and learning centres also offer advice and guidance to students.

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.	Strength
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 All teachers timetabled during the inspection were TEFLQ, and many hold higher level qualifications.

T3 The teaching team have a very good range of knowledge, skills and experience highly appropriate to the programmes offered.

T4 All members of the large academic management team are TEFLQ and widely experienced.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Care is taken to match teachers appropriately to the courses they teach, drawing on strengths, expertise and teacher preference. Teachers are also expected to teach on all courses, allowing them to gain experience of different teaching contexts.

T7 There are clear and effective cover procedures with members of staff always timetabled to provide cover.

T10 A comprehensive observation process is in place. Records of observations were helpful, supportive and developmental; peer observation is encouraged. The UCAE fosters a culture of observation where observations are used as a vehicle for discussion and development, for what they can bring to individuals and the UCAE, rather than just a tick box exercise.

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 Courses are based on clear principles, they are intellectually stimulating and engaging and develop students' critical thinking abilities, supporting their university studies or preparing them for future study.
T12 The starting point of course design is an analysis of students' needs and ongoing development to meet their changing and future needs. Review takes place in a number of ways: through the formal mechanisms in place, and also through feedback from staff, students and other stakeholders, allowing for ongoing review.
T13 Course outlines and objectives are clearly explained on the VLE, so always accessible as a reference point for students. They cover all aspects of the different courses, including assessment where this forms part of a course.
T15 Study and learning strategies are central to UCAE's programmes because of the need to prepare students for full-time study or support students already studying. Strategies are embedded in all aspects of course design and tutorials provide additional individual guidance for students.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T18 Individual and group tutorials enable students to discuss their progress. The comprehensive information about tasks, assessments and progress on the VLE means that students can evaluate and monitor their own progress, with the support of personal tutors to advise and discuss any areas of concern.
T19 Regular structured support is available to students through several different channels, including online and in-person tutorials, to identify strengths, weaknesses and progress, and to help students set clear targets. Extensive self-study support is also provided.
T21 Detailed academic reports are given to students at the end of their pre-sessional studies and passed to the faculties they are progressing to. The reports contain detailed information about performance, areas for improvement and suggestions for further study. Students are encouraged to access further studies with the UCAE by joining the academic success courses alongside their main areas of study.

Classroom observation record

Number of teachers seen	16
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Number of observations	16
Parts of programme(s) observed	Parts of all programmes running were observed: Foundation, EAPP and ASP.
Comments	
None.	

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.	Strength
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.	Strength
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.	Strength
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
<p>T23 Teachers showed a very good knowledge of language overall and most provided appropriate models of English. Explanations were mostly relevant and concise. In many lessons teachers provided well thought out examples of concepts under discussion and dealt effectively with the complex patterns of language in academic discourse. Expert knowledge of academic writing conventions was seen in some lessons.</p> <p>T24 Course objectives were strongly reflected in planning, and the needs of students on the different programmes of studies had clearly been taken into account. Topics, materials, and activities were all highly relevant. Good individual student profiles were seen for Foundation and EAPP courses, and teachers were very aware of learners' current and future academic needs.</p> <p>T25 Learning outcomes were clear and relevant and shared with students at the start of classes and on the VLE. Lessons included very good sequencing and staging with good support to ensure students understood the more complex concepts being taught.</p> <p>T26 In the best segments observed a good range of teaching techniques was seen used confidently, including some good eliciting, summarising, concept checking, prompting, and nominating. Many teachers were very skilful at lightening the load of demanding, complex texts and tasks, and differentiation was built in to lesson plans, where possible. In other segments, opportunities to check understanding of new lexis or concepts were missed and often teachers were over-explaining rather than checking understanding.</p> <p>T27 Overall classes were very well managed and competent, and confident use was made of both classroom and online technology and tools. Teachers generally checked instructions carefully and set up activities clearly.</p> <p>T28 Teachers provided lots of praise and encouragement and some used a range of techniques to offer support and feedback including close monitoring and interacting with student groups.</p> <p>T29 In some classes observed, teachers checked stages in the plan and built in a practice or a recap stage towards the end of the lesson or asked students to recall previous work done. Examples of teachers encouraging self-correction of concepts students had misunderstood were seen in some classes. In other classes, teachers were delivering content but there was little checking with students to see how they were receiving and understanding it.</p> <p>T30 There were very high levels of student engagement in almost all classes, reflected in student participation and initiation. Teachers managed to establish group coherence and a sense of shared purpose through strong presence and rapport, and careful management of activities. This was especially impressive as in some of the classes observed, teachers were dealing with new or different groups of students and in some cases meeting students for the first time.</p>

Classroom observation summary
<p>The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or better. Teachers showed good analytical knowledge of the language and provided appropriate models. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs and aspirations of students. Lesson plans were clear and coherent and closely aligned with course aims. Teachers established a classroom atmosphere that was conducive to learning: students were engaged, and there was a positive and energetic atmosphere in most classes. However, at times a more</p>

consistent focus on feedback and evaluation in relation to language is needed rather than simply delivery of content.

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.	Met
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 Appropriate risk assessments, emergency planning and evacuation drills are in place to ensure the safety and security needs of students at all times. As well as university-wide support, UCAE has its own dedicated health and safety officer. The 24-hour security staff can be contacted for immediate support via a mobile phone application.

W3 Students receive pastoral care from UCAE's own welfare officer as well as having access to the university's counselling services. A weekly student newsletter offers ideas on staying safe and well, and there is a clear belief in the connection between students' well-being and their overall academic success.

W4 Policies on tolerance and respect are dealt with through a variety of channels, handbooks and induction sessions. Alongside the required formal documentation, summaries and notes are made accessible to students with the use of appropriate and simplified language. Policies and procedures are highlighted during students' orientation sessions at the beginning of their course.

W7 All students receive a detailed and extended welcome on arrival, which includes advice on relevant aspects of life in the UK. Student handbooks are well written and provide comprehensive advice on living in the UK. This is supported by a range of other university information sources.

W8 A separate students' welfare handbook provides detailed notes on local health care provision. This is supported by welfare staff, who provide additional assistance as required. Students also have excellent access to health care provision via an on-site doctor's surgery.

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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All criteria in this sub-section are fully met.

Accommodation: other	
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	
None.	

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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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 a very large number of communication channels that regularly provide information about leisure and cultural activities to enhance students' experience of living in the UK. The International Society, which is based directly in the Student Union building, provides an information centre, regular excursions, social events and information for UCAE students. Students receive information about these activities on a regular basis.

W25 There is a very wide range of leisure activities available, which is very well organised and resourced ensuring that students receive maximum benefit when they participate.

W26 All leisure activities are carefully risk-assessed with documentation being signed and dated by leaders to show that they have noted the content. Training for all leaders is provided as required, and first aid provision is always available on excursions as well as on campus and in residential accommodation. All systems and procedures are routinely reviewed to ensure the continuing safety of students in changing circumstances.

W27 Staff involved in the supervision of leisure and sporting activities are all appropriately qualified specialists or have received related training as necessary.

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	1997 as Victoria University of Manchester, 2005 (as University of Manchester)
Last full inspection	November 2017
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	IELTS (non-UKVI) Regional Testing Centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University – Higher Education
Other accreditation/inspection	BALEAP

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	<p>South Campus, the number of classrooms used differs according to student numbers and time of year.</p> <ul style="list-style-type: none"> • Alan Turing Building • Chemistry Building • Crawford House • Dover St Building • Ellen Wilkinson Building • Humanities Building, Bridgeford St • Mansefield Cooper Building • Jean McFarlane Building • Roscoe Building • Simon Building • Stopford Building • Williamson Building • University Place Building • Zochonis Building
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	8	1800 (August 2022)
Full-time ELT (15+ hours per week) aged 16–17 years	0	
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	143 enrolled (ASP)	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	151	1800
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	18–42	18–42
Adult programmes: typical length of stay	30 weeks	6–10 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	119
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	16	

Number of academic managers for eligible ELT courses	3	12
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	Directly employed by the UCAE = 0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3

Comments

None of the academic managers were scheduled to teach during the week of inspection.

Teacher qualifications profile

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

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	8	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	8	

UCAE does not hold details of the accommodation arrangements for students studying ASP courses. This information is held by their 'home' faculties and centrally. The numbers below relate to students on the EAPP programme.