

Organisation name	University of Worcester
Inspection date	25–26 January 2022 and January 2024

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.

## Summary statement

The British Council inspected and accredited University of Worcester in January 2022 and January 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://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.

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.

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

## Introduction

The University of Worcester has three campuses. The Language Centre (LC) is located on the City Campus, and is part of the university's international operations. There have been slight changes in reporting lines since the last inspection, but these are relatively minor as far as the LC is concerned and have not impacted on LC operations.

The 2022 inspection took the equivalent of a day and a half over two days. Due to the global pandemic, the inspection was conducted remotely. A supplementary inspection was recommended to evaluate aspects of the operation which could not be assessed during this inspection.

Meetings were held with the director international, the head of the LC (HLC), the LC teaching coordinator for EFL (LCTC), the human resources (HR) operations manager, the HR administrator, the head of international experience, the assistant registrar, the LC language adviser, the LC administrator, the director of estates and facilities, the health, safety and wellbeing manager, the head of hospitality services, the assistant director of hospitality services, and the international experience coordinator. Focus groups were held with students and with teachers. A virtual tour of the premises was conducted. Residential accommodation was viewed remotely through a pre-recorded tour and a live video tour. No teaching was observed as no teachers were timetabled during the inspection.

A supplementary inspection was carried out in January 2024, to observe teaching only. The two teachers delivering English language course components were observed remotely.

## Address of main site/head office

Jenny Lind Building, Farrier Street, Worcester WR1 3BZ

## Description of sites observed

The Jenny Lind building is part of the university's city campus, and provides a hub for the university's law students, as well as housing the international centre and the LC, and the graduate research school. The city campus also includes the business school, art centre, residential accommodation, leisure facilities and internet café. The Hive library and study space is located a short walk away.

Within the Jenny Lind building, there are numerous, differently configured communal areas and study spaces with computers and desks. The main reception is on the ground floor, where there are also vending machines and seating areas. The LC occupies a large open-plan area on the second floor, shared with international recruitment. Teachers' workstations, storage and resources are all located here. There is additional space for meetings and relaxation, as well as a staff kitchen, and two further offices.

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

Credit-bearing English language modules are provided as part of many mainstream courses, and this has generally been the largest area of provision. Pre-sessional and masters academic writing programmes are also offered. All programmes were affected by the pandemic. Online provision was offered but uptake was very limited. All courses have a minimum age of 18. Four years ago a small number of under 18s were accepted and a decision was subsequently made not to take any more. The university is aware that if they accept any under 18s in the future they will need to inform the Accreditation Unit, amend their publicity and ensure that the appropriate systems and procedures are in place to meet safeguarding criteria.

## Management profile

The HLC reports to the international director. He in turn reports to the vice chancellor and the pro-vice chancellor communications and participation, for strategic and operational matters respectively. The LCTC and administration and teaching team report to the HLC.

## Accommodation profile

The university provides over 1,000 study bedrooms in self-catering residential accommodation on both campuses. Most residences are owned by the university and managed by the university accommodation service; others are privately owned but also managed by the university service. Residences range from traditional through standard and standard plus to ensuite and ensuite extra, providing flats with variants of four to ten single study bedrooms with shared kitchens and dining areas. Traditional and standard residences have shared bathroom and toilet facilities. The university also manages a number of student houses that are owned by accredited landlords. Contracts are made with the university, and accommodation staff are responsible for all operational aspects of the provision. Information about privately-rented accommodation, also with accredited landlords, is provided, but all contracts for these lettings are made between student and landlord. All residences have free Wi-Fi, 24-hour security and access to first aid, emergency maintenance and free gym membership. Two residences on City Campus were inspected and included standard plus and ensuite extra accommodation.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Very good guidance and support in the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The academic staff team has a good professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are 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. Students benefit from a high level of pastoral care in a safe and secure environment. They are provided with sufficient information and advice to enable them to enjoy a full and safe experience in Worcester. There is a wide choice of suitable university residential accommodation which is well managed. A varied and interesting leisure programme is available from a number of sources and especially the students' union and International Experience.

### 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.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

The organisation has clearly stated goals and values and the LC action planning document provides more detail about its specific objectives with timeframes. The centre's management structure is clearly set out. Communications are good, making use of a range of different channels, both formal and less formal, which have been sustained during periods of remote working. The organisation has an annual cycle of continuous improvement drawing on information from staff and student surveys across the university. Within the LC, there are numerous opportunities for students to give feedback, and early feedback is collected informally; this process could helpfully be formalised and better recorded. There are also university-wide opportunities for staff feedback, but still no formal mechanism to collect LC staff feedback and record action taken in response; this was a point to be addressed in the last inspection.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

There are good systems to ensure that staff are well inducted, supported and monitored, as well as given appropriate opportunities for development. HR policies and procedures were generally clear, with a range of teams dedicated to different aspects of HR operations. Records of staff references were incomplete in two of the files sampled.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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.	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>	
Staffing levels and cover arrangements are appropriate. Help, support, and advice is widely available through a range of different channels, and the university's overseas representatives are also briefed to play a part. Technology provides good support and information is easy for staff to retrieve. Contact and next of kin details are carefully managed in general, although there is still no record of whether emergency contacts speak English; this was a point to be addressed in the last inspection. There are clear policies and procedures, well understood by staff, for dealing with complaints and student conduct.	
<b>Publicity</b>	
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.	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
<b>Comments</b>	
The website is the main medium of publicity, and there is also a welcome app managed by the international office. The majority of students do not need to access information on language and other types of support until after arrival. Publicity for pre-session programmes is generally accurate and well presented, but information on times, taught hours, minimum age, and maximum class size is not included.	

## Premises and resources

<b>Premises and facilities</b>	
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
<b>Comments</b>	
The City campus is well maintained and provides a comfortable and well-equipped environment for teaching and learning. Classrooms are centrally booked - some are always used by the LC, although they may also be used by other departments. Those seen were well equipped, with flexible furniture and good natural light. Facilities are of a good standard; there is a range of areas for study and relaxation, as well as access to drinking water, vending machines, a coffee shop and dining room. Notices and signage are clear, and noticeboards and displays are plentiful, informative and effectively maintained. Staff have appropriate space and facilities for work, relaxation and storage.	
<b>Learning resources</b>	
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

Both students and teachers benefit from a good range of well-organised and supported resources. The university virtual learning environment is well managed and populated for LC students; there is good access to digital resources for all. The university teaching and learning and library services provide a high level of additional resource, with good information, advice and support, and there is also a responsive helpdesk for technical issues. There are appropriate arrangements for regular review of resources.

### 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 academic staff profile is good, and the teaching team have an appropriate range of qualifications, knowledge, skills and experience to meet the needs of their learners. The academic management team consists of two managers, both of whom are TEFLQ and have wide academic management experience. All teachers are TEFLQ.

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

#### Comments

All aspects of academic management are carried out effectively. Support for teachers is effective, especially at institutional level; some ELT-specific professional development has also been undertaken in the LC. Learning walks, drop-in observations and submitted lesson recordings had all formed part of a more informal interim approach to monitoring post-pandemic. Formal face-to-face monitoring observations were reinstated from September 2023.

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

Course design is based on stated principles and regularly reviewed. Students receive semester plans and course outlines, and receive good learning support. Tutorials as well as plans include a focus on learning strategies and independent learning. Integrated project work ensures that students are supported to develop their language skills in the local community.

#### Learner management

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

Learners benefit from good support. Arrangements for placement and monitoring are clear and well organised, and regular tutorials are built into all programmes. Academic reports can be provided on request, and students have good access to relevant information and advice on further study in the UK as required.

#### Classroom observation record

Number of teachers seen	2
Number of observations	2
Parts of programme(s) observed	Academic writing support and the EAP component of a BA programme

#### Comments

It was not possible to observe teaching at the time of January 2022 inspection. Teaching was observed in January 2024.

#### Teaching: classroom observation

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 Teachers dealt effectively with academic English materials, and gave clear explanations and relevant examples. Clear and appropriate models were provided, and attention was paid to register and style.

T24 Plans included profiles of students likely to attend, and were closely geared to group needs and programme objectives. Materials were highly relevant.

T25 Learning outcomes were clear, appropriate, and shared with students. Staging was logical and very good support and scaffolding were provided.

T26 Overall a good range of teaching techniques was observed, including eliciting, summarising, concept checking, prompting, and nominating. Checking techniques were most effective when they replaced lengthy explanation or lecture style delivery.

T27 Classrooms and the online environment were both well managed, and seating arrangements worked well when managed to suit different activities and ensure students could see and hear each other. Confident use was generally made of technology and a range of digital materials and tools.

T28 Activities were generally well structured to provide opportunities for feedback. A range of feedback techniques was in evidence, and language errors were sometimes the focus of these.

T29 Lessons included appropriate tasks to evaluate learning, as well as recap and review of areas previously covered.

T30 Teachers established a friendly and relaxed, but purposeful atmosphere and welcomed latecomers to the group. Students were generally involved and attentive.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria. Teachers showed good awareness of linguistic systems and provided clear, well-staged plans which strongly reflected course and potential group needs. Teachers employed a range of appropriate techniques, and resources were used effectively. Feedback techniques were generally appropriate and opportunities were created to evaluate learning. Classroom management was generally dealt with effectively and there was a positive working atmosphere in classes.

#### Welfare and student services

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

Appropriate risk assessments and emergency planning are in place to ensure that the safety and security of students are met. Pastoral care for students is very good and comprehensive information and personal support is available through the International Welcome Guide app and the First Point central service. Students in the focus



group reported positively on the support available. Usage of the app is monitored and the data indicated that all students use the system. Information about travel and relevant aspects of life in the UK are made known to students.

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

#### Comments

The students reported positively on the standard, standard plus and ensuite premium residential accommodation available. They were very happy with the services and facilities provided in the halls of residence. The university has appropriate systems in place and provides good quality accommodation to students. Relevant information about their accommodation is available in advance and the accommodation hub staff resolve any problems promptly.

<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

None.

<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

Comprehensive and accessible information is available to students.

<b>Leisure opportunities</b>	Met
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

## Comments

Students receive information about local social, cultural and sporting activities through a number of different channels including: student ambassadors, plasma screen posters, university social media pages and the student union. Although the range of events has been partially limited by pandemic restrictions a wide range of activities has been made available to students. Relevant risk assessments have been conducted and staff are briefed on how to respond to situations where students are at risk.

## 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	2013
Last full inspection	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	N/a
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	QAA

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: June (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	23	33

Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	23	33
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–24	18–24
Adult programmes: typical length of stay	1 academic year	1 academic year
Adult programmes: predominant nationalities	Indian, Nepalese, Czech, Chinese	Indian, Nepalese, Czech, Chinese

<b>Staff profile</b>	At inspection	In peak week June (organisation's estimate)
Total number of teachers on eligible ELT courses	1	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0 ELT only. The university has staff for all students in these areas.	

#### 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
<b>Total</b>	<b>2</b>
Comments	
None.	

#### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	2022	2024
TEFLQ qualification	1	2
TEFLI qualification	0	0
Holding specialist qualifications only (specify)	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification	0	0
<b>Total</b>	<b>1</b>	<b>2</b>
Comments		
One teacher was timetabled during the week of the inspection, but not on either of the inspection days. There were two teachers timetabled during the 2024 inspection.		

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	6	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	17	N/a
Overall totals adults/under 18s	23	0
	23	