BRITISH COUNCIL

Inspection report

Organisation name	University of Portsmouth Pre-sessional English Unit
Inspection date	15–16 August 2022

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 accreditation with a spot check in the first 18 months.

Summary statement
The British Council inspected and accredited the Pre-sessional English Unit at the University of Portsmouth in August 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). The English language teaching department of this university offers courses in academic English for adults (18+) throughout the year and bespoke courses for closed groups of adults (18+) during the summer vacation. Strengths were noted in the areas of strategic and quality management, learning resources, academic management, course design, learner management and teaching. The inspection report stated that the organisation met the standards of the Scheme.

Introduction

The University of Portsmouth is set in a campus around a park and playing fields close to the city centre. It has over 30 buildings of varying ages and ten residences, some of which are run by partners. It has some 24,000 students; about 20 per cent of them are international.

English language programmes for international students are offered by the Pre-sessional English Unit (PSE). The unit is supervised by the Department of Student and Academic Administration as far as administrative procedures are concerned, while in academic matters it is deemed to be part of the School of Languages and Applied Linguistics (SLAL).

The inspection, part of which was conducted remotely, took the equivalent of two days.
The inspectors held meetings with the associate pro vice-chancellor (global engagement), the head of SLAL, the PSE manager, the PSE academic manager, two PSE student administrators, the university UKVI compliance officer and a university residence manager. Focus group meetings were held with teachers and students (on-campus and remote), and all teachers teaching on the days of the inspection were observed. One inspector visited an on-campus student residence.

Address of main site/head office

University of Portsmouth, Park Building, Room 1.21B, King Henry 1st Street, Portsmouth PO1 2DZ

Description of sites visited/observed

SLAL and the PSE are located in the Park Building. This Victorian building is near the centre of the campus, close to other teaching buildings and to the city's Guildhall. There is a ground-floor reception area and open-plan office for administrative staff, with staff offices and a kitchenette on the same floor. One class that combined on-campus (OC) and distance learning (D/L) students was observed in the more modern Dennis Sciama building, which has classrooms specially equipped for this type of class. Teachers of purely D/L classes can teach from the campus but typically do so from their own homes.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☒	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

PSE offers pre-sessional courses which run for 20, 15, ten, six and four weeks from April and through the summer. Both OC and D/L students take part; at the time of the inspection about 80 per cent of the students were studying remotely. During the academic year it provides five-week (10 weeks for postgraduates) in-sessional English modules in a number of EAP skill areas; these courses are free during students' first year. These two course types constitute the bulk of its provision. It also offers bespoke professional development courses during the summer vacation, which can include a language improvement element. The one course run in 2022, for Uzbek teachers of English, did not and would therefore have fallen outside the scope of this inspection.

Management profile

The PSE manager reports to the Student and Academic Administration manager. There are three student and academic administrators in the unit. Academic services are provided by the School of Languages and Applied Linguistics; the PSE manager has a reporting line to the school's head.

PSE students are guaranteed a place in a University of Portsmouth Hall of Residence. Longer-stay students have a choice between ensuite rooms with access to a shared kitchen and a standard room in a cluster of five with access to a shared bathroom and a shared kitchen. All residential students receive a bedding pack and a kitchen pack on arrival. The University also maintains a list of registered landlords, whose properties have been checked to ensure that they meet required standards.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The PSE's role reflects a core strand of the university's strategic plan and, in general, the management of the provision operates to the benefit of the students. *Strategic and quality management* is an area of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with comfortable relaxation areas and a professional environment for work. A very good range of learning resources is available, appropriate to the language levels and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic manager has a strong professional profile entirely appropriate to the context. Teachers receive ample and appropriate guidance to ensure that they support students effectively in their learning. Courses are carefully structured, managed and reviewed to ensure that they provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services
The provision meets the section standard. The needs of the students for security, pastoral care, and information are met. Students benefit from well-managed student services, including suitable accommodation.

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.	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.	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.	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.	Strength
Comments	

M1 The university has a Vision (up to 2030) and a strategic plan for the next three years. Both are detailed, ambitious and have SMART targets. While their objectives are university-wide, global engagement is a clear priority, and the key role of the PSE in helping to achieve this is clearly stated, giving it a context within which to develop.

M3 While the structure of the unit, with twin reporting lines for its manager, may appear complicated, it was apparent that the unit drew strength from this arrangement, benefiting from the two parent units' respective strengths.

M4 There is a very wide range of regular documented meetings with communication not reliant on one format.

M7 An annual review meeting for the PSE, drawing on student and staff feedback, feeds into subsequent practice. There was clear evidence of renovation and evolution. ISE modules are reviewed annually. Continuing professional development (CPD) programmes are reviewed but as they are bespoke they are not updated unless the client wishes to re-run the programme with further cohorts of participants.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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	

M12 For permanent staff, there is a performance and development review system that not only reviews deadlines but reinforces the staff member's role in the PSE strategy and vision. For shorter-term PSE tutors, there are observations by the academic manager and the assistance of a teaching mentor.

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

M18 The student information database does not currently indicate the English ability of emergency contacts.
M19 The PSE's engagement procedures monitor students' involvement in the course and provide remedial action plans for students whose attendance is low.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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.	N/a
Comments	

The main medium of publicity is the website, which also allows the PSE brochure to be downloaded. There are area-specific flyers for China, south-east Asia and south Asia.
M23 There are a number of errors in the English used on the website and in the PSE brochure.
M24 Information on numbers is sometimes approximate rather than exact and no minimum age is given.

Premises and resources

Premises and facilities	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	

All criteria in this section are fully met.

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.	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	

P7 There is a very wide range of teaching materials available, most of them online in databases or available through the university's virtual learning environment (VLE). Students all have their own computers and these are used to access materials. The policy is not to use handouts. Should an OC student not have a computer, one can be borrowed from the university.

P8 The same range of materials is available, through the same media, to teachers, who were impressed by the range and appropriacy of what is available.

P9 The educational technology in classrooms is extensive, particularly in the one where face-to-face teaching with distant participation was taking place. Teachers reported that any issues were resolved quickly and effectively by in-house experts.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	

T2 A policy rationale was presented for four teachers who did not have the TEFLQ qualifications required for the teaching of EAP. It was accepted within the context of this inspection. The reasons for employing them are given in the following comment.

T3 Teachers are employed on the basis of one or more of a number of factors: they are known to the unit; they have considerable EAP teaching experience; they are already working within SLAL; and they have a suitable academic background.

T4 In addition to being TEFLQ, the academic manager has considerable experience of the higher education world. She has two postgraduate degrees, including a doctorate, and during the academic year teaches within SLAL on both undergraduate and graduate courses.

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.	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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T5 Teachers are allocated on the basis of their experience and preferences and, in the case of groups of students destined for a particular school or faculty, of their knowledge of that field of study.

T9 In addition to the weekly teachers' meetings, there is a live teacher query document. Teachers reported that queries posted on it were answered promptly.

T10 Teachers had been observed by the academic manager or, before her recent appointment, by other suitably qualified SLAL staff. They found the observation process to be very supportive.

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.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The course design is based on clear principles, with materials matched to them that enable it to meet the needs of students studying at the university and provide them with practice in the types of task and assessment systems they will encounter after the course.
T12 There is a formal documented annual review cycle and evidence that the PSE is constantly updating sections of both the PSE and in-sessional courses.
T15 The PSE contains numerous strategies to enable students to study independently; these feature prominently in both the OC and D/L classes. Study and learning strategies are central to the PSE.

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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Close attention is paid to students' progress through the engagement strands of the course design. If these monitoring procedures indicate that a student is not making satisfactory progress within a given area, an action plan is put in place and followed up in tutorials. Mock exams precede the final assessment that indicates if students have reached a satisfactory level for future study in their own subject areas; approximately 99 per cent do.
T20 Passing the summative exam is the desired final outcome of the course and training in the techniques required to do so is one of the course's core themes. The grades awarded are cross-referenced to CEFR and IELTS levels.
T22 The course's purpose is to allow progression within mainstream UK higher education and information and advice is readily available including from staff in the students' future departments in the university.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All

Comments

Nine of the teachers observed were teaching remotely; one was teaching an OC class of three students with a fourth participating from China; and one was with a fully OC class. The twelfth teacher in the team was on leave during the inspection.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Knowledge of language systems, especially as used in EAP, was good. Explanations were generally clear and examples given were helpful.

T24 Course content was highly relevant to students' needs. Individual tutorials are a strength of the system. Teachers seemed to be very familiar with students' work and were clear about how suited it was to the academic contexts they were soon to encounter.

T25 Intended learning outcomes were embedded in materials. In tutorials, some teachers referred explicitly to these in relation to target grades. Lesson plans for seminars were coherent, but because time was taken up with academic administration, teachers did not always achieve everything they had intended to.

T26 In seminars, breakout rooms were used to provide opportunities for speaking in a smaller group. In better lesson segments, there was an appropriate mix of open questions and nomination. In all online sessions (seminars and tutorials) and OC lessons instructions were clear, with checking on understanding of tasks and how to act on feedback. Student questions were routinely invited.

T27 Use of technology was generally at least competent and, at times, highly efficient. Use of technology in the blended class with students in both Portsmouth and Shanghai was particularly impressive. Screen-sharing was used effectively in tutorials. Most tutors were very adept at moving between documents.

T28 Teachers recognised students' need for reassurance and praise was used widely to provide this. In tutorial sessions especially, there was a helpfully detailed and constructive focus on student weaknesses in written work (with some reference also to spoken performance). Teachers were careful to ensure that students had understood the written comments sent to them earlier. There was provision in seminars for students to give feedback on spoken performance of their classmates.

T29 Tasks are built into the course to allow for ongoing evaluation of learning/progress. There was clear evidence in tutorials particularly of students being encouraged to self-evaluate.

T30 All teachers were positive and encouraging. In tutorials, tutors naturally adopted rather different styles, but all were approachable and students responded well. Students in the focus groups were very happy with the teaching.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from excellent to satisfactory, with the majority being good. Teachers showed a sound knowledge of the language and provided helpful models of language use particularly in academic contexts. Lesson plans were clearly structured and relevant to learners' needs. Teachers managed classroom resources very effectively and used an appropriate variety of teaching techniques for the different contexts within which they taught. Learners were fully engaged.

Welfare and student services

Care of student	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.	Strength

W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W2 There is a comprehensive major incident plan. This is known to staff, but relevant aspects are not made known to students.

W5 Students do not receive a 24-hour emergency number for the provider. However, students in Halls of Residence are given a 24-hour telephone number for the security staff for their Hall, and all students are made aware of the telephone number for public emergency services.

W6 Detailed information on transport options is available on the website. The University also offers a free taxi service from Heathrow and Gatwick airports.

W8 Detailed pre-course information and advice is available on health care provision. Students can be accompanied to walk-in centres or hospital if necessary. The member of staff who normally accompanies CPD students on excursions is first-aid trained.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
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

W13 Although no formal feedback is elicited on accommodation, students are encouraged to raise any concerns with reception staff in their Hall of Residence or by speaking to their teacher. Issues can also be discussed at weekly staff-student meetings.

W14 PSE students stay either in the University's own Halls of Residence or in privately-arranged accommodation.

W15 Halls accommodation for PSE students is self-catered.

Accommodation: homestay only	
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

The accommodation offer includes homestay, but this has never been requested.

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

W21 In addition to providing information and advice for students wishing to stay in private accommodation, the University maintains a list of registered landlords whose properties have been inspected. However, students in the campus-based focus group said they had not been aware that assistance was available.

Leisure opportunities	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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 An organised leisure programme does not form part of the offer for PSE students. For CPD programmes, this is negotiated with the sponsor, and the examples seen were appropriate.
W26 Risk assessments are in need of development, particularly in relation to major incidents during excursions.

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	2022
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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
Other accreditation/inspection	N/a

State sector.

Type of institution	Higher Education Institution (University)
Other accreditation/inspection	BALEAP

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 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	164	164
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	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**164**	**164**
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	18–21	18–21
Adult programmes: typical length of stay	10 weeks	10 weeks
Adult programmes: predominant nationalities	Chinese	Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	12
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	(4)
Total	12
Comments	

A policy rationale was offered, and accepted, for the four teachers who were not TEFLQ.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		N/a
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	5	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	9	N/a
Arranged by student/family/guardian		N/a
Staying with own family	150 DL in home countries	N/a
Staying in privately rented rooms/flats		N/a
Overall totals adults/under 18s	164	N/a
Overall total adults + under 18s	164	