

Organisation name	University of Bradford (The Language Centre)
Inspection date	10–11 October 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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited the University of Bradford in October 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+) and young people (16+).

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

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

Introduction

The University of Bradford is a campus-based university close to the centre of Bradford. English language and academic skills development has been available for international students at the University of Bradford since 1992, originally delivered through an academic department and since 2012 by The Language Centre (TLC), one of a number of academic support services provided within the Directorate of Learning, Teaching and Student Experience. TLC also offers modern foreign languages.

The inspection took two days. Meetings were held with the associate director student health and wellbeing, the manager of English for academic purposes (EAP), the international students' advisor, the head of health, safety and security, two representatives of the student union, the people service centre manager and a representative from The Green student accommodation.

Focus groups were held with teachers and students. Four teachers, including the EAP manager, were observed by each inspector. One teacher was absent.

Address of main site/head office

University of Bradford, Richmond Road, Bradford BD7 1DP

Description of sites visited

TLC is located in the Student Central Building of the City campus, along with all other parts of the Directorate of Learning, Teaching and Student Experience (Academic Skills Advice, Chaplaincy, Counselling and Mental Health Service, Disability Service, Student Experience and Success Team and Student Life). TLC staff and the academic manager share an office with space for additional part-time staff as required. All teaching takes place in teaching rooms in a number of other buildings on the campus, all within five minutes' walk of Student Central.

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

TLC offers pre-sessional courses, in-sessional language support and modern languages. Online courses were offered during the pandemic and may be offered again in future. At the time of the inspection, the first week of the programme of English and academic skills support modules was running. Embedded English and academic skills support for students in the faculties were not yet running as they start later in the semester. The pre-sessional courses were not running at the time of the inspection.

Management profile

The EAP manager reports to the associate director, student success and wellbeing, who reports to the director of learning, teaching and student experience. Teachers report to the EAP manager.

Accommodation profile

The university does not offer accommodation, but recommends The Green, an accommodation complex on the edge of the campus. This consists of two types of accommodation: 'townhouses', with ensuite accommodation and shared kitchens, and apartment blocks, also arranged in flats with shared kitchens, in which bathroom facilities are shared by pairs of students. There is a laundry and a common room.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The university has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration and publicity are satisfactory and staff are well managed. *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 are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive interesting and appropriate resources available for staff and students. Guidance on the use of these resources is provided where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

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

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met, and students benefit from well-managed student services, including out-of-class activities. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any activities provided. However, there was no evidence that two references had been received and checked for all staff who might come into regular contact with under 18s.

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.	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.	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's goals and values are clear, widely disseminated, and have been created with staff engagement. They are very well understood by managers and by teaching staff.

M2 There are clear plans in place for the future of TLC with the full support and involvement of the university's senior management. Objectives are realistic, and progress towards achieving them is measurable.

M3 Although TLC has support for its operations from various departments across the university, staff in the focus group felt they and TLC would benefit from having a dedicated administrator.

M4 Channels of communication are clear, appropriate and work well. Meetings at various levels take place frequently with clear minutes and actions discussed and disseminated to all staff. Staff in the focus group commented that they were involved in, and very much a part of, TLC and the wider university.

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

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

Comments

M8 An extensive suite of human resources policies is in place and communicated to staff through the website and detailed staff handbooks.

M10 Good, robust recruitment procedures are in place; however, not all staff records sampled had all necessary checks and documentary evidence required. It is not university policy to keep references on file once checked, for example, and details of some staff qualifications were missing. Evidence of staff qualifications was produced after the inspection.

M11 Comprehensive and detailed induction procedures support new staff at university level and, more locally, in TLC.

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.	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

Comments

All criteria in this area are fully met.

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.	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.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the website.

M22 The website includes very clear descriptions and photographs, as well as video tours of accommodation recommended and other facilities, and interviews with current students.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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

P1 Premises are extremely clean and well maintained in all areas. There is ample space for both staff and students, and 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 outdoor space.

P3 Facilities for students to relax and consume food are generous, varied and welcoming.

P5 Signage is clear and consistent throughout the campus, making navigation very straightforward for students and visitors.

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

Comments

P7 Learning resources are well organised and there is a good range of up-to-date learning materials and digital resources suitable for all course types taught. Pre-sessional materials are being developed in-house to respond to students' needs.

P8 The teaching team have good access to computers and to a bank of in-house digital learning materials, which is well organised and very easy to access.

P9 There is a very good range of educational technology in classrooms, which is well maintained. Technical support is provided through the helpdesk which is easy to contact, widely advertised, and responsive.

P10 The virtual learning environment (VLE) is an integral part of students' courses and is used regularly and effectively by teachers and students.

P11 The university library provides excellent training, induction and support to all users, whether in person or online.

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 staff are TEFLQ and most have additional higher-level qualifications.

T3 The teaching team has a wide range of experience relevant to the classes they are teaching. Many have masters' qualifications in appropriate subjects, as well as relevant teaching qualifications.

T4 The EAP manager is TEFLQ with extensive knowledge and experience in teaching and learning as well as design and delivery of pre-sessional and in-sessional programmes.

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

Comments

T5 Teachers' preferences and strengths are taken into account when matching them to courses, allowing them to develop real expertise in their specific areas of interest. This expertise is shared in continuing professional development workshops.

T7 Very good cover arrangements are in place, which were seen to be working effectively at the time of the inspection. Staff are timetabled to provide cover and the VLE ensures lesson plans and materials are always available.

T9 The EAP manager and teaching staff share an office so day-to-day guidance and support is always available, both informally and more formally through regular course and team meetings. Teachers in the focus group spoke very highly of the guidance and support they received.

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.	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.	Strength

Comments

T11 Course design for all courses is clear and thorough, covering all relevant aspects of language and closely related to students' needs. These are explained in detail on the VLE.
T12 Courses are regularly and thoroughly reviewed. Student and staff views, and quick responses to changing student profile and student needs, are central to TLC ethos of constant review.
T15 Study and learning strategies are fundamental to TLC programmes because of the need to prepare students for full-time study or support students currently on mainstream courses. Tutorials provide additional individual guidance for students.
T16 TLC courses are focused on preparing students for and supporting students with their language needs for mainstream education and life in Bradford. The courses have immediate relevance and applicability, encouraging the development of strategies for coping with the academic world.

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

Comments

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	In-sessional courses

Comments

One teacher was absent at the time of the inspection. The EAP manager was observed and is included in the figures above.

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.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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

T23 Teachers demonstrated sound knowledge and awareness of the linguistic systems of English and dealt effectively with complex patterns of language in academic discourse. They mostly provided clear and appropriate models and gave clear explanations. Some attention was paid to features of pronunciation.

T24 Course objectives were strongly reflected in planning, and the needs of students had clearly been taken into account. Topics, materials and activities were highly relevant.

T25 Lesson objectives were clear and relevant and were shared with students during the sessions and on the VLE. Lessons included very good sequencing and staging with good support to ensure students understood the more complex concepts being taught.

T26 A range of teaching techniques used confidently by teachers was seen in all segments observed, including good eliciting, summarising, concept checking, prompting, and nominating. Teachers were very skilful at lightening the load of demanding, complex academic language.

T27 Classes were very well managed and competent and confident use was made of technology. Teachers checked instructions carefully and set up activities clearly. Latecomers were quickly and efficiently integrated into the class.

T28 Teachers provided plentiful praise and encouragement and some used a range of techniques to offer feedback. All teachers made good use of monitoring and interacting with student groups to give support and feedback.

T29 In some segments observed, teachers had ensured that short checking tasks and regular review activities enabled them and their students to evaluate learning. In some segments, final checks on learning had been planned but these were sometimes hurried because of the pressure of time.

T30 There were very high levels of student engagement in all classes, reflected in student initiation. Teachers managed to establish group coherence and a sense of shared purpose through strong presence and rapport and careful management of activities. Many classes included a sense of fun alongside a purposeful, positive learning atmosphere. This was especially impressive as teachers and students were meeting for the first time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good against the criteria with the majority being good or better. Teachers showed sound knowledge of linguistic systems and provided appropriate models. Teaching techniques were varied and appropriate, and the content of lessons was carefully chosen to meet the needs and aspirations of students. Lessons were clearly staged and learning outcomes were shared with students. Teachers were energetic and professional, students were engaged, and there was a positive atmosphere in all classes.

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.	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.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 A wide range of measures is in place to ensure the safety and security of students. These include 24-hour security and a SafeZone app which covers both the accommodation at the Green and the city centre.
W6 There is helpfully detailed information on the university website and in other forms of advance documentation. Free pick-up is offered from both Leeds-Bradford and Manchester airports for students and their dependants.
W7 Every effort is made to ensure that students are well informed. Written information and advice for pre-sessional students are complemented by an advance webinar and a welcome briefing.
W8 Students are encouraged to register at the University Health Centre. All security staff are first-aid trained.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
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	
No accommodation is offered.	
<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	
No accommodation is offered.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
None.	
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
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Comments

W24 The students' union offers a very wide range of activities through its clubs and societies, including monthly trips. The pre-session course also includes two voluntary visits to places of historical and local interest.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The University accepts under 18s on its pre-session courses, but there have been few such students in recent years; in summer 2022, there were none.

S1 The safeguarding policy is reviewed annually and is generally comprehensive; however, there is no reference to delayed DBS checks.

S2 The relevant staff have been trained at specialist level, and there are established systems in place for the initial training and retraining of other staff; an e-learning training module has also been recently developed.

S4 There were not two references on file for all members of staff who might come into contact with under 18s. It is not university policy to keep references on file, but there was no evidence that references had been received and checked.

S7 The university requires under 18s who are not accommodated with family or a guardian to stay at The Green, where they will be allocated a room in a flat restricted to under 18s.

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	February 2017
Last full inspection	February 2017
Subsequent spot check (if applicable)	August 2018
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	Modern language courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	University
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	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	0	23
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	310 in-sessional students	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	310	23
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	16+	16+
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	1 year	6 weeks (PSE)
Adult programmes: predominant nationalities	Nigerian, Indian, Pakistani	Chinese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	Large number of support staff reflecting the size of the university	

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

The academic manager was teaching three hours in the week of inspection covering for a member of staff who was off sick. She normally has no timetabled EAP teaching hours.

Teacher qualifications profile

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

Comments

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	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	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	

TLC offers optional academic language support classes for students on mainstream courses during the academic year. As sessions are optional no records on students are held by TLC and attendance is not taken, apart from a head count. Accommodation and other student data was therefore not available.