BRITISH COUNCIL

Inspection report

Organisation name	University of Chichester
Inspection date	14–15 November 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	N/a

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited the University of Chichester in November 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). The English language teaching departments of this university offer courses in general, academic and professional English for adults (18+) and for closed groups of adults (18+). Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, and leisure opportunities. The inspection report stated that the organisation met the requirements of the Scheme.

Introduction

The University of Chichester is based on campuses in Chichester and Bognor Regis. ELT provision is the responsibility of two units. International Programmes (IP), which is part of the recently-established Institute of Psychology, Business and Human Sciences and located on the Chichester campus, currently offers pre-sessional (PSE) programmes and credit-bearing modules within the Institute's undergraduate programmes. The International Short Programme Unit (ISPU), which is part of the Institute of Education and Social Sciences, offers closed-group teacher development and language development programmes. Although ISPU is located on the Bognor Regis campus, teaching for language development courses takes place on the Chichester campus.

The university has approximately 5,500 students, some three per cent of whom are international students.

The inspection took two days. Meetings were held with the director of the Institute of Psychology, Business and Human Sciences and the co-director of the Institute of Education and Social Sciences, the head of IP, the co-ordinator of ISPU, the deputy vice chancellor (student experience), the interim director of students, support and information services, and the international advice manager, the health and safety manager, the assistant manager (student records) and the business school administrator, the head of campus and residential services, the head of marketing and the head of international recruitment, the accommodation manager, the senior lecturer in IP, and the subject librarians for Business and Education. Focus group meetings were held with students and teachers, and all teachers teaching during the inspection were observed. One inspector visited a range of residential accommodation on campus.

Address of main site/head office

Bishop Otter Campus, College Lane, Chichester, West Sussex PO19 6PE

Description of sites visited/observed

The university's Bishop Otter campus in Chichester is a 10-minute walk from the city centre. It has good public transport links, and there is an express bus service to the campus in Bognor Regis. The campus combines historic and modern buildings with green spaces and outdoor relaxation areas. There are specialist sports, music and theatre facilities, a restaurant, and on-campus halls of residence, and the learning resource centre (LRC) houses the library, student support facilities and a café.

IP staff have offices in the centrally located University House. ISPU offices are on the Bognor Regis campus.

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

IP runs credit-bearing modules within Level 6 'top-up' programmes (BA Business and Management, BA Finance and Accounting, BA Business English, and BA Computing for Business) during the academic year, and in summer five-week and 10-week PSE courses. ISPU offers short income-generating language development courses for closed groups, as well as a range of closed teacher development courses throughout the year; none of these courses were running at the time of the inspection. Where a language course is sponsored by a partner overseas university, students' performance may be assessed for credit by the sponsoring university.

Management profile

The head of IP manages IP teaching staff and reports to the director of the Institute of Psychology, Business and Human Sciences; the co-ordinator of ISPU manages staff teaching on ISPU courses and reports to one of the co-directors of the Institute of Education and Social Science.

Accommodation profile

The university provides a range of halls of residence on and off campus. They have ensuite or shared facilities and are either self-catering or catered. Some of the halls off campus are privately owned but they are on long leases to the university, are identified as university halls and are operated by university staff.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The provision is managed very effectively, operates to the benefit of the students, and is in accordance with the provider's stated goals, values and publicity. *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 a comfortable and professional environment for work and relaxation. A range of effective learning resources is available, appropriate to the age and needs of the students. Good 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 staff has a strong professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and effectively managed to provide the maximum possible benefit to learners. The teaching observed comfortably met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management,* and *Teaching* are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The university provides its students with excellent pastoral care with full regard for their health, safety and security. It provides comfortable accommodation for students in a range of types of residences. Leisure opportunities, negotiated with students' sponsors and shaped by student feedback, are well managed and meet their interests and needs. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
Comments	
M1 The university's values and beliefs are very clearly expressed in its mission and vision statements.	

M3 The rationale for the existence of two small ELT units in different institutes, one income generating and outward facing and the other serving the EAP needs of students on pre-sessional and mainstream courses, is clear, and well understood by those involved. There are good arrangements for continuity.
M5 Student feedback is collected frequently and by a range of mechanisms, reported in detail, and responded to.
M6 Frequent regular staff meetings, annual performance review meetings, and university surveys offer an opportunity for all staff to give feedback. In IP, module leaders complete summative reports; and detailed staff feedback was seen on ISPU courses.
M7 Each institute submits an annual monitoring report which draws on student and staff feedback from all units, and the university's quality processes provide for the review of all courses every four to five years.

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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M11 Very thorough induction processes include essential training courses (in, for example, health and safety, equality and diversity, data protection), meetings with academic managers, and supportive documentation. In IP, new members of the permanent staff are allocated a mentor.
M13 A wide range of continuing professional development (CPD) opportunities are available at university, institute and unit level. In IP, mandatory weekly staff meetings include a CPD element. All teaching staff also take part in a university-wide peer observation system twice a year.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	

M14 Students in the focus group commented very positively on the helpfulness and friendliness of staff.
M19 Students register their attendance when they enter classrooms. On IP courses, attendance and lateness are monitored weekly and followed up as necessary.

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.	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

Comments

The main medium of publicity is the website.

M23 There are a small number of proofreading errors, but these do not affect the overall clarity of information.
M24 Non-teaching days are not specified. For the pre-masters, taught hours and maximum class size are not stated explicitly.

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.	Not 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.	Strength
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

P2 Classrooms vary considerably in size, shape, furnishing, and therefore suitability. In some rooms, lecture-style seating is provided, which is inconvenient for certain types of activity. In one room used by IP, the seating configuration makes close teacher monitoring impossible.
P4 The restaurant, café, and student union shop provide a good range of hot and cold food at reasonable prices.
P5 External and internal signage is very clear. There is a digital campus map, and students can search for the route to specific buildings on the campus.
P6 There is a Staff Hub which contains workspaces, computers, soundproofed booths, comfortable seating, and basic self-catering facilities. IP teachers share offices, but these are dispersed, so there is no sense of a physical base for the unit with which staff and students can identify.

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

Comments

P7 On IP courses, the university's virtual learning environment (VLE) is the primary learning resource, supplemented by teacher-prepared handouts. Students in the focus group commented very positively on these

resources. The library also holds multiple copies of recommended texts. ISPU language development courses make use of well-designed customised materials.

P8 Teachers on all courses have the use of specially-prepared standardised materials, which they can adapt. For IP, these materials, and plans for individual lessons, are prepared by module leaders.

P9 University support for technology use includes online self-help videos. Teachers in the focus group were also very appreciative of the individual support provided by IT colleagues.

P10 The university VLE is an integral part of courses and there are excellent self-access facilities in the library, which has numerous work stations and ample English for academic purposes and study skills resources. The LRC, within which the library is located, also contains the student information zone, careers office and the international advice manager's office.

P11 In addition to the one-hour introduction to the library available for all students, international students are given short, targeted top-ups to enable them to make the most of its facilities.

P12 University quality assurance procedures include review of teaching and learning resources. Teaching staff on all courses are also encouraged to give continuous feedback.

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 have the TEFLQ qualifications for the EAP courses they are teaching, and most also hold relevant postgraduate qualifications.

T3 All staff have varied experience of teaching the types of courses offered, but also knowledge of the academic culture within the university.

T4 The two members of the academic management team both hold relevant postgraduate qualifications and have considerable management experience in their respective areas.

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 All IP teachers are sufficiently experienced to teach on all year-round and PSE courses, but teacher preferences are also taken into account. ISPU language development courses also draw on a core of well experienced staff.

T9 Teachers' handbooks are comprehensive, and teachers in the focus group spoke very warmly of the support they received from both academic managers.

T10 Observation systems are well established, and observation records detailed and constructive. Teachers on short-term summer contracts are observed within two weeks.

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 Detailed descriptions and rationales for courses are available to teachers in both IP and ISPU.
T12 Review and reporting processes draw on teacher and student feedback and are very clear for all courses.
T15 All courses place stress on study and learning strategies designed to encourage and support independent learning.
T16 All courses include projects or tasks involving interaction with the local community or other students on campus.

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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 There is an emphasis on all courses on students evaluating their own progress, guided by tutors and feedback on assessments. Students on PSE programmes have weekly tutorials; those on IP modules have four tutorials per semester. On ISPU, students also complete assessed assignments, and keep a daily journal on which they receive feedback.
T20 An IELTS preparation course is offered in Semester 2 if there is sufficient demand.
T21 PSE students receive a statement of results, and students completing undergraduate programmes a degree certificate and transcript. ISPU students and their sponsors receive a course certificate and a report showing their grades.
T22 The head of IP gives talks to international students on undergraduate programmes about progression to postgraduate study.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	English language 'top up' components of undergraduate (international route) programmes.

Comments

Each teacher was observed twice.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	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 a good knowledge of academic English (e.g., distinctions between formal and informal language, nominalisation, word class, and pronunciation features) and provided good explanations and appropriate models.

T24 All teachers provided individual student profiles. In some cases, these included comments on students' specific strengths and weaknesses, which – in the best instances – informed planning decisions concerning differentiation. In general, teachers showed good awareness of learners' language needs as well as their needs in relation to their business studies.

T25 Planned learning outcomes were made known to students at the start of most lessons. However, some outcomes were rather general, and it was difficult to see how these might be evaluated within the session. For the most part, plans provided for a coherent series of activities.

T26 A good range of appropriate techniques was employed. These included prompting, elicitation, paraphrase, awareness-raising, and choral pronunciation drilling – followed, in the best segments, by individual checking. Although nomination was widely used, this was rarely preceded by an open question designed to stimulate all students to prepare an answer.

T27 Teachers made very effective use of classroom technology, including online activities using students' phones. PowerPoint slides and handouts, some of which were personalised by the use of students' own names, were of a very high standard. In the best segments, teachers used ICQs, gave examples before tasks were set, and stipulated time limits. Pairwork was used appropriately and regrouping was seen. Teachers also used games and student movement to provide variety and encourage participation.

T28 Teachers provided positive feedback, and sometimes highlighted useful language. Peer feedback was also encouraged. Although seating sometimes made this difficult, teachers did their best to monitor closely. Lesson plans frequently included feedback phases, but these did not always transpire during the observed segments. In general, given the fact that all students shared the same L1, there was little evidence of a corrective focus on predictable areas of difficulty.

T29 All lesson plans included some form of evaluation, such as a check on previous learning, assessment of individual activities, or an end-of class quiz or review.

T30 Teachers were positive and purposeful and clearly knew their students well. In quieter classes, they encouraged participation through patient nomination and interactive activities and were successful in establishing an atmosphere conducive to learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Teachers demonstrated a good knowledge both of academic English and of learners' language and content needs. A range of teaching techniques was employed, but individual checking on pronunciation and plenary questions were underused. Teachers made very effective use of classroom technology, varied activities, and resources were of a very high standard. Feedback was provided; however, there was little evidence of a corrective focus on predictable areas of difficulty for learners of the same first language. Teachers were positive and purposeful, clearly knew their students well, and created an atmosphere conducive to learning.

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.	Strength

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Safety and security of students is well assured in the university. The health and safety manager has a team of three, one of whom is responsible for all statutory testing. Risk assessments are in place and there is keycard access to all buildings. The identity of students entering and leaving classrooms is recorded electronically. There is a network of fire wardens who supervise in their specified areas the two full fire evacuation drills held each year. There are specific evacuation plans for each student with disabilities and they are trained in using the facilities provided for them. There is also an emergency rescue team.
W2 There is a major incident and emergency team that develops appropriate policies. These are cascaded to staff and outlined as appropriate for students at induction. All participants on trips attend a pre-departure risk briefing.
W3 Full pastoral care is provided, initially by personal tutors. These are supported by the international advice manager and other staff in the student information zone who can refer students to specialist support if necessary. Students reported that they were wholly satisfied with provision in this area.
W4 There is a full range of policies on different aspects of abusive behaviour and a well-being service team for advice and, if necessary, action.
W8 There are two registered nurse health advisers who are permanently available; they can be contacted at daily drop-ins or by email or message. They act as triage if necessary.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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

W9 The residences visited were of a good standard and well equipped.
W11 Accommodation office staff visit each residence at least fortnightly to ensure that students are keeping it adequately clean and in good order.

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	
None.	

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.	N/a

Comments
W21 The university has a register of approved private landlords, accredited by the local council. Accommodation office staff visit potential properties together with council officials. If students wish to make arrangements outside this scheme, accommodation office staff are able to offer advice and scrutinise contracts and other documentation before signature.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments
W23 Students are informed about what is on locally by the international student advice manager and a student union representative at induction. Ongoing information is provided in a regular newsletter and by the newly reformed student society. W24 Leisure programmes are negotiated with sponsors (short courses) or shaped by end-of-year student feedback in the case of top-up students. The latter can join the two annual coach trips and there are also a number of walks and other social activities. W25 Feedback from students and reports on the leisure programmes indicate that these are very well organised. W27 Those accompanying excursions are degree holders in event management or tourism and some have a TEFL background.

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	1992
Last full inspection	2018
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	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 and not visited	N/a

Student profile	At inspection	In peak week: October
ELT/ESOL students (eligible courses)	At inspection	In peak week
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	85	85
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	**85**	**85**
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	20–23	20–23
Adult programmes: typical length of stay	8 months	8 months
Adult programmes: predominant nationalities	Chinese	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 20 hours a week	4	
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	3	

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
Total	2
Comments	

The head of IP was teaching 4.5 hours in the week of the inspection and the co-ordinator of ISPU 7.5 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

None.

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		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	74	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	11	0
Overall totals adults/under 18s	85	0
Overall total adults + under 18s	85	