

Organisation name	University of Greenwich
Inspection date	29–30 November 2023 and 5 August 2024

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
<p>The British Council inspected and accredited the University of Greenwich in November 2023 and August 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this university offers pre-sessional courses in academic English for adults (18+).</p> <p>Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The University of Greenwich has some 20,000 students enrolled, of whom about 15 per cent are international. It has three campuses, two in London and one in Kent.

Following a move to a faculty-based structure in 2014, English language provision is now in the School of Humanities and Social Sciences, one of the schools that make up the Faculty of Liberal Arts and Sciences. Three academic managers are responsible for one or more of the programmes offered: pre-sessional courses and the English for academic purposes and English language teaching methodology components of degree courses. They report to the head of the School of Humanities and Social Sciences.

The inspection took place over one and a half days at the Maritime Greenwich campus. The two inspectors had meetings with the deputy dean of the faculty, the head of the school, the academic co-ordinator for pre-sessional English, the programme leader for English language and English language teaching, the head of student wellbeing, the head of international recruitment, the international regional manager, the head of student centres and administration, the head of accommodation services, the faculty site manager, and the head of campus engagement and opportunities, Greenwich student union. A meeting was held with the student, teaching was observed, and one inspector visited one hall of residence in person and a number of others virtually.

A supplementary inspection took place over half a day in August 2024 to see the provision with a higher intake of students. Three students were enrolled on courses at the time of the inspection. The inspector held meetings with the head of school, humanities and social sciences and the academic coordinator for pre-sessional English. A meeting was also held with the students and with the teacher on the pre-sessional programme.

Address of main site/head office

School of Humanities and Social Sciences, University of Greenwich, Old Royal Naval College, Park Row, London SE10 9LS

Description of sites visited/observed

The university operates on the three campuses. The main campus occupies several buildings on the Maritime Greenwich World Heritage site. The Avery Hill campus is also in south-east London, while the Medway campus is some distance away at Chatham Maritime in Kent. The English language provision is located within one of the Christopher Wren buildings on the main campus and in a temporary building close by. Classes can be held in most of the main campus buildings and at the Medway campus. There is no English language teaching at the Avery Hill campus.

The main campus has a number of cafeterias, student self-access and relaxation areas on site, and is very close to the centre of Greenwich, where there are numerous food outlets and shops.

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

The university has recently re-introduced campus-based pre-sessional courses after a period in which they were delivered online by an organisation sub-contracted for the purpose. At the time of the inspection a five-week module leading to a January intake, with one student taught by the pre-sessional co-ordinator, was being run. Modules of varying lengths leading up to the autumn intake are planned for 2024.

In 2024 a five-week open enrolment pre-sessional programme was offered from 26 July to 30 August.

Management profile

The pre-sessional courses are managed by a pre-sessional academic co-ordinator assisted by two other ELT professionals who are responsible for the English language and English language teaching methodology elements in a number of degree programmes.

Accommodation profile

The Greenwich campus has four student residences that offer a range of studio accommodation or ensuite shared, self-catering flats. One of these residences is reserved for postgraduate students. All are located within easy walking distance of the campus. The Avery Hill and Medway campuses also offer residential accommodation. The university does not offer homestay accommodation. One inspector visited one student residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management are dynamic and effectively targeted. Staff management and development systems and procedures are of a high standard and the university has commendable quality assurance systems. Student administration operates effectively. Publicity is informative, clear and accessible. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The Greenwich campus provides a splendid environment and buildings. The classrooms are well dimensioned, furnished and equipped. There are a number of food outlets available. Learning resources, in terms of facilities, equipment and materials, are of a good standard. Premises, facilities and learning resources all support the studies of students and provide a professional environment for staff. *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 managers are well qualified and experienced. The course design is closely related to student needs and well organised, resourced, and reviewed. Due to a broad range of assessments included in the course, useful systems exist for tracking student progress and helping them to monitor their own developing skills. The teaching observed met the requirements of the Scheme. *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, safety, and information are met comprehensively. The accommodation provided is suitable and appropriate systems are managed effectively. Students are provided with a wide choice of social and cultural events and leisure activities, and comprehensive and targeted information and guidance is provided. *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	Met
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.	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 University, faculty, and school strategic visions are very clearly and, when appropriate, succinctly expressed. They were also widely available to staff and students.

M3 The structure within which the EFL unit operates is clear and well documented. It is appropriately described to students and further clarified with photographs. Staffing levels are generous and roles are clear.

M7 Action plans for continuing improvements are developed each year on the basis of feedback and course reports. The university is currently successfully introducing continuous improvement software tools.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 There are very comprehensive human resource policies readily available through the university website.

M10 A full range of thoroughly documented procedures is in place. Staff are not permitted to join recruitment panels until they have completed a number of relevant training courses.

M11 Procedures are in place for both university-wide and subject-related inductions. These are staged with check lists for pre-arrival, day one, day two and end of week one.

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 The student reported that levels of customer service are exceptionally good and it is clear that support mechanisms are in place.

M19 Very clear indication of what are acceptable levels of attendance and punctuality is given. This is especially important because of visa requirements. Students are required to record their presence in class electronically on

arrival.

Publicity	
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.	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.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium for publicity is the website. Social media channels are also used.

M28 No reference is made to teacher qualifications.

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.	Strength
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.	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

P1 The historic grade one listed buildings are very well maintained and decorated and were very clean. There are lifts and access to well-maintained grounds and gardens.

P2 Classrooms are large, light, quiet and well equipped. Furnishings are flexible and adaptable.

P3 There is ample space for students to relax and consume food both in university buildings and in the students' union which provides comfortable seating areas in a welcoming environment.

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

Comments

P9 Classrooms are very well equipped with technological resources that are rapidly and efficiently supported by the university's IT department. The teachers were clearly well trained and adept at using these resources.

P10 The university's virtual learning environment (VLE) is an integral part of the course. It provides a gateway to a very wide range of self-access materials including, for example, online ethical personalised support in academic writing for students and tools to counter the generation of texts for assessment that have used artificial intelligence.

P11 There is a dedicated library induction. In the first week of each iteration of the module together with supportive mini videos on the VLE. Students are also introduced to the skills needed for successful online work.

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

T4 The three academic managers were all suitably qualified and were very experienced.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

All the criteria in this section were met.

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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength

Comments

T11 The course is designed on the basis of students' needs; it has a detailed and comprehensive structure with clear specification of learning outcomes and teaching and learning activities. The design incorporates a range of assessments.

T13 Very detailed course outlines with learning outcomes are included in the module handbook given to students.

T15 Individual learning strategies are very clearly embedded in the course and can be seen as central to its objectives. There is a specific pre-sessional English library visit in the first week in which various research tasks are given to students. The school has its own academic librarians who supervise this.

T16 The course includes a variety of strategies that will help students in their subsequent university studies and is designed to prepare them for academic life in the university.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	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.	Met

Comments

T18 The pre-sessional course can be said to be assessment driven, both through exams and through the preparation of assessed portfolios. This prepares students for the conditions of future academic endeavour and also indicates how well they are progressing through the module. In addition, there are regular tutorials that celebrate achievement and set goals for future work.

T19 Learning support is provided through tutorials and for those with special needs and learning differences by a large team available to assist them.

T20 There are in-house examinations during the course; these are double marked. Portfolio assessments are moderated.

Classroom observation record

Number of teachers seen	2
Number of observations	3
Parts of programme(s) observed	Pre-sessional English

Comments

One teacher was observed by both inspectors during the first inspection. A second teacher was observed during the supplementary 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.	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.	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.	Strength
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 The teachers were knowledgeable and provided good models of spoken and written English. Explanations were relevant, concise and memorable.

T24 Teachers were able to provide a full profile of the students in their classes. This led to lesson content that was closely aligned with both student needs and cultural background and also showed clear sensitivity to the learners' approach to and pace of learning.

T25 Learning outcomes were expressed as can-do statements. Activities were well sequenced and potential difficulties were soon identified.

T26 There was confident use of a good range of techniques that were appropriate to the teaching and learning context. Questioning, elicitation and concept checking were particularly good.

T27 The classroom's extensive resources were well exploited and there was good use of clear, professionally produced in-house materials.

T28 There was constant, pertinent feedback, at times deferred to allow fluency activities to be completed. Students were actively encouraged to self and peer correct.

T29 Frequent assessment activities are built into the schemes of work with explicit aims and concept checking. Activities allowed the student to demonstrate understanding and learning.

T30 Teachers closely engaged with the students' aims, concerns and cultural backgrounds, personalising material and showing sensitivity to the students' competence and confidence. Students were fully engaged, challenged and motivated throughout.

Classroom observation summary

The teaching observed met the requirements of the Scheme; it was very good. Student needs were clearly met by well-directed teaching delivered in a positive atmosphere.

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.	Met

Comments

W1 There are extensive and robust health and safety procedures within the university. In addition to the health and safety executive of the university, the faculty operating officer assumes responsibility at a local level. All staff are required to complete health and safety training, which includes fire training, as part of their induction. There are security personnel at the main entrances of the university who carry out identity checks as students enter the buildings.

W2 The university has a comprehensive emergency and business continuity plan that is shared with relevant staff and that is tested regularly by those implementing the plan. Students are alerted to any emergency through an application that is downloaded on their mobile phone.

W3 The university has an extensive team of professionals who support student well-being, led by the head of student well-being services. Support, online and face-to-face, is provided through five strands: counselling, mental health, disability, psychological well-being and sports and well-being. All form part of the Greenwich Inclusion Plan. The academic co-ordinator for pre-sessional English is the first port of call for welfare issues for pre-sessional students and refers students to the appropriate service if required.

W4 There are clear policies to promote tolerance and respect that are well publicised throughout the university on noticeboards and screens as well as at induction. The university also has an online platform where students can report, and receive support for, any instances of harassment, bullying or abusive behaviour.

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

Comments

All the criteria in this section are fully met.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W21 The university provides a list of available private rented accommodation for students.

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

Comments

W23 Information about social, cultural and sporting events is widely promoted throughout the university on screens

and noticeboards, within the students' union building, and via social media.

W24 The university has over one hundred student groups and societies available for students to join and there is a bespoke offer (Global Greenwich) for international students that includes a global cafe, global cinema, cultural events, tours of London and coach trips. In addition, there are extensive sporting facilities at the Avery Hill campus, which can be easily reached via a shuttle bus that runs regularly from the main campus.

W25 The leisure and social programme is organised by full-time officers employed by the students' union. Global Greenwich is delivered by a full-time member of staff who is supported by six to eight student ambassadors.

W26 Risks assessments are produced by trained staff and checked by the health and safety team at the university.

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	2009
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	University of Greenwich International College (pathway college, in partnership with a private language school)
Other accreditation/inspection	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/observed	University of Greenwich, Old Royal Naval College, Park Row, London SE10 9LS
Details of any additional sites not in use at the time of the inspection	Medway Campus, Central Avenue, Chatham Maritime, Kent ME4 4TB. Avery Hill Campus, Southwood Site, Avery Hill Road, London SE9 2UG

Student profile	At inspection November 2023	At inspection August 2024
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	1	3
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	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	1	3
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	18–26	20–26
Adult programmes: typical length of stay	5 weeks	2 or 5 weeks
Adult programmes: predominant nationalities	Lebanese	Turkish, Vietnamese, Chinese

Staff profile	November 2023	August 2024
Total number of teachers on eligible ELT courses	1	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 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	1	
Total number of support staff	University – very large number	

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 of the pre-sessional was sharing the class with one other teacher during the supplementary inspection. Additionally, there are two TEFLQ managers responsible for ELT-elements in some degree programmes.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	0

Comments

The academic manager of the pre-sessional was sharing the class with one other teacher during the supplementary inspection.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)			
Types of accommodation	Adults		Under 18s
	2023	2024	
<i>Arranged by provider/agency</i>			
Homestay	0	0	N/a
Private home	0	0	N/a
Home tuition	0	0	N/a
Residential	1	0	N/a
Hotel/guesthouse	0	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	N/a
<i>Arranged by student/family/guardian</i>			
Staying with own family	0	2	N/a
Staying in privately rented rooms/flats	0	1	N/a
Overall totals adults/under 18s	1	3	N/a
Overall total adults + under 18s	1	3	N/a