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| Organisation name | The Sheffield College |
| Inspection date | 1–3 May 2018 |

| Section standards | |
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| 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 |
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| We recommend continued accreditation. |

| Summary statement |
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| <p>The British Council inspected and accredited The Sheffield College in May 2018. 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 college of further education offers courses in English for adults (16+) and vacation courses for adults (16+).</p> <p>Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, teaching, care of students, accommodation, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

The Sheffield College provides vocational, academic and higher education courses for over 17,000 students; it attracts students from over 30 countries. The college has four campuses across Sheffield – City, Hillsborough, Peak and Olive Grove.

The EFL unit within the Department of ESOL, Employability and Foundation Learning runs general English classes in the morning with a focus on skills development, and offers a choice of examination preparation classes and further skills development classes in the afternoon.

The inspection lasted two and a half days. The inspectors had meetings with the deputy principal; the assistant principal, student support, inclusion and progression; the head of learner recruitment; the learner recruitment development manager; the director ESOL, employability and foundation learning; the deputy head of learning ESOL, employability and foundation learning; the curriculum leader EFL; the head of marketing; the head of student services; the quality assessment and standards officer; the international manager; the estates and services manager; the city active student fitness and enrichment co-ordinator; and a human resources business partner.

All teachers timetabled during the inspection were observed. The inspectors held focus group meetings with students and with teachers, and one inspector visited three homestays.

Address of main site/head office

City Campus, Granville Road, Sheffield S2 2RL

Description of sites visited

The City Campus is a modern, well-resourced centre, a ten-minute walk from Sheffield railway station. It has an extensive atrium providing access to all floors, with some social seating for students. There is a large learning resources centre and a variety of catering outlets. Most teaching rooms are in the Tower which gives onto the atrium.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input 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

All courses are in general English for adults; a small number of 16 and 17-year olds are enrolled on them.

Students study up to 18 hours per week. General English classes are offered at beginner, pre-intermediate, intermediate, upper intermediate and advanced levels. Students can start classes on any Monday throughout term time for a minimum of two weeks stay. Students can book one-to-one speaking lessons at any time during the academic year.

Accommodation profile

The college offers homestay accommodation and has a database of 66 homestays, of which six are currently active. At the time of the inspection one student was in homestay accommodation arranged by the college. Most students arrange their own accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provider has clear goals and values, sound quality and review procedures and good human resources support. Student administration is efficient and the management of the provision operates to their benefit. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are modern, purpose-built and provide a comfortable environment for study. There are ample appropriate resources available. *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. Programmes of learning are managed for the benefit of students not least because of the focus on their needs. 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 and pastoral care are well met, and tolerance and respect for others feature strongly in the ethos of the college. Students benefit from well-managed student services, including, where offered, out-of-class activities, information about leisure activities available within the college, and suitable accommodation. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The college's safeguarding policy is comprehensive and is made known to staff, students and homestay hosts. Safeguarding training is undertaken by all staff and hosts and regularly updated, and recruitment procedures are very thorough. Attendance of under 18 students is carefully monitored and any absence is followed up very speedily. *Safeguarding under 18s* is an area of strength.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | 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 There are clear statements, with associated graphics, of the college's goals and values prominently displayed on noticeboards in all areas of the college. Staff are required to familiarise themselves with these goals and values online before they start at the college and their knowledge of them is refreshed at induction.

M2 There are both college-wide and International strategic plans. The latter focus specifically on EFL within the college. These are recent, well developed and known to the managers involved. There is evidence that that they are being implemented.

M7 Within the EFL unit there are a succession of review procedures. These start with courses reviews, incorporated in self-assessment reviews (SARs) and then in quality improvement plans, validated by the college's quality department.

| Staff management and development | Area of strength |
|---|------------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |

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| 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. | Strength |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Strength |

Comments

M10 In addition to the usual recruitment procedures, the college operates a graduate training scheme leading to a PGCE. One of the teachers in the EFL unit had been recruited in this way.

M11 There are very full induction procedures at college and department levels; a signed checklist for these can be found in every staff file.

M12 In addition to the college appraisal scheme, there is a supportive, staged set of procedures for dealing with unsatisfactory performance.

M13 The college provides a wide range of training, some of it compulsory, at college, department and unit levels. It also offers generous subsidies to staff wishing to improve their qualifications.

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| 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. | 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

M14 Staff pay very close attention to the needs of students, who commented on how helpful they were.

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| 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. | Met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Not 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. | Not met |

Comments

Publicity consists of the website and a number of flyers.

M25 There are no indicative costs for examinations or for leisure programme activities that incur them.

M27 The description of accommodation is generally clear but it appears that the college is in partnership with an

external residence provider, which is not the case.

M29 The version of the Accreditation Scheme marque used does not have the suffix ' ... in the UK'.

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. | 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

P1 The college's city campus building is modern, purpose-built and in an excellent state of repair, decoration and cleanliness.

P4 There is a very good range of food available at affordable prices in a wide range of college outlets.

P5 Signage is particularly prominent and clear and the two EFL noticeboards are well organised.

| Learning resources | Area of strength |
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| 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. | 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

P8 There is a wide range of hard copy and electronic resources for teachers; they are well organised and maintained.

P9 All classrooms have well-serviced interactive whiteboards and it is clear from the way that they are used that staff are well trained in their use.

P10 The college virtual learning environment (VLE) and Learning Resource Centre (LRC) provide a large number of opportunities for independent learning that teachers recommend.

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. | Strength |
| T4 The academic manager/academic management team has an appropriate professional | Met |

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| profile to provide academic leadership. | |
| Comments | |
| T1 One member of the academic management team does not have a Level 6 qualification. A rationale was presented and was accepted within the context of the inspection because she has received professional training at an advanced level. | |
| T3 The majority of the teaching team have been with the college for a considerable time and have become highly experienced. | |
| T4 One member of the academic management team is not TEFLQ but has been undertaking roles within the team that require such a qualification. The rationale was accepted within the context of the inspection because she has considerable experience of managing TESOL provision and is nearing the completion of an advanced TEFL qualification. | |

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| 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. | Strength |
| 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. | Not met |

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| Comments | |
| T7 The college has a stand-by tutor available to cover for absent teachers. It also has its own in-house temporary staff agency that can provide further teachers in case of need. | |
| T10 All teachers had been formally observed at least once in the past year but these observations had been carried out by the non-TEFLQ member of the academic management team. | |

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| Course design and implementation | Area of strength |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Strength |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Strength |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | Met |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Strength |

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| Comments | |
| T11 Course design is principled and adaptable to student needs. Very detailed schemes of work are available for teachers; these are live documents, frequently updated and amended. | |
| T12 Courses are reviewed through the comprehensive college review structures and are also refined while being delivered. | |
| T16 Strategies include the use of conversation clubs (in the college and city universities), intercultural events, interactions with departments and volunteering. | |

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| 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. | Met |

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| 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. | Strength |

Comments

T19 There is a tutorial with the class teacher in the first week. Subsequently tutorials with the EFL unit's student mentor (one of the teachers) are available on request or if students are referred by their teachers. Students can ask for meetings themselves and are encouraged to do so.

T20 The EFL is a centre for two of the UK external English examination providers and also has considerable experience in preparing students for IELTS.

T22 The college has its own specialist advisors in addition to the teachers who are used to guiding students in this area. Help is given with university applications through the clearing system and with the evaluation of qualifications.

Classroom observation record

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| Number of teachers seen | 4 |
| Number of observations | 8 |
| Parts of programme(s) observed | General English classes, a one-to-one speaking elective and a one-to-one tutorial. |

Comments

None.

| 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. | Strength |
| T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere. | Strength |

Comments

T23 Modelling was clear and teachers were able to respond to students' questions well with good explanations pitched at the students' level. Phonemic symbols were used accurately for the most part but there were occasional spelling errors and inaccurate labelling of grammar items.

T24 Excellent differentiation in class profiles reflected a close knowledge of students and their needs and this enabled teachers to choose content that was appropriate culturally and to student requirements.

T25 Learning outcomes were shown on whiteboards and classes moved towards them coherently. The outcomes were often revisited at the end of lessons to see if and to what extent they had been met.

T26 A very wide range of teaching techniques was seen. There was good nomination, elicitation and clever questioning adapted to student needs and level. Work on pronunciation featured in most classes with judicious use of choral and individual drilling.

T27 Seating and furniture arrangements were used to good effect in classes. Interactive whiteboards were handled confidently and creatively, and traditional whiteboards were used well with good zoning and marking of stress and parts of speech in vocabulary lists.

T29 There was a good deal of concept checking in the segments observed and work previously done was recycled and checked. A number of games were successfully used to check learning as well.

T30 Instructions were clear and student comprehension of them was routinely checked. Students were consistently

engaged and participated enthusiastically in positive interactions.

Classroom observation summary

The teaching observed, which ranged from good to very good, with most segments in the latter category, met the requirements of the Scheme. It was energetic, purposeful, targeted, engaging and professionally delivered. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to relevant learning outcomes. In all lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

| Care of students | Area of strength |
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| 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 impressive levels of safety and security throughout the campus. Entry is through electronic barriers and all students and staff have swipe cards and colour coded lanyards. Comprehensive records of security checks were seen, including regular fire drills and buildings risk assessments.

W2 A major incident and emergency procedure is in place. Thorough risk assessments are undertaken before any trips and visits, which include procedures for knowing the whereabouts of students at all times. Security and keeping safe feature in student inductions and are discussed frequently in classes. Posters and displays highlighting these areas have a very high profile throughout the college.

W3 Pastoral care and support for students is embedded in the ethos of the college. Students have specific named tutors and other staff they can go to with any problems; students in the focus group spoke very highly of the pastoral care they received.

W4 Tolerance and respect for others is promoted in displays throughout the college and forms part of lesson content. Teams of 'engagement workers' are employed to patrol the college premises and look out for any incidents of bullying.

| Accommodation (W9–W22 as applicable) | Area of strength |
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| <i>All accommodation</i> | |
| 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. | Strength |
| 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 | Strength |

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| services. | |
| 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 All the homestays visited were of an impressively high standard. They were all clean, well-furnished and comfortable. All easily met Scheme requirements. Hosts spoke unprompted about the need to spend time with and integrate their students into their household and saw this as an important part of their duties as a host. The one student in homestay accommodation expressed high levels of satisfaction with the accommodation and his host.

W11 Clear, comprehensive and up-to-date records were seen of re-inspections. Hosts spoke highly of the very good relationship which already exists between them and the college, and the responsiveness of the college in addressing any problems which might arise.

W12 Students are given clear information about their homestay hosts, location, travel times from college to home and other useful information before they arrive. Hosts and students, encouraged by the college, are frequently in contact with each other before the student travels to the UK.

W14 Accommodation providers receive a useful handbook with all of the rules, terms and conditions clearly spelled out. Hosts spoke highly of the clarity of the arrangements, and the responsiveness and efficiency of the college.

Accommodation: homestay only

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| W16 Homestay hosts accommodate no more than four students at one time. | Met |
| 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. | Met |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | Met |
| W19 English is the language of communication within the homestay home. | Met |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | Met |

Comments

All criteria in this area were fully met.

Accommodation: other

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| 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

The applicable criterion in this area was fully met.

Leisure opportunities

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

Comments

All criteria in this area were fully met.

Safeguarding under 18s

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| Safeguarding under 18s | Area of strength |
| 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. | Strength |

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| 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. | Strength |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Strength |
| 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

There were two students under the age of 18 at the time of the inspection; both students were on adult courses. This small number of under 18s is typical of numbers throughout the year.

S1 Safeguarding is a priority for the college and very good procedures are in place to ensure the safeguarding of all students. There is a clear and comprehensive safeguarding policy which is made known to all staff and to students, and clearly identified designated and deputy safeguarding leads. Suitability checks are required to be in place before new members of staff start working in the college and there is a robust risk assessment in place for delayed suitability checks.

S2 All staff have undertaken safeguarding training and there is a rolling programme of updating the training. All new staff have to complete training before employment commences. Homestay hosts are also asked to do safeguarding training provided by the college, and students are made very aware of the relevant points of the safeguarding policy through a variety of media.

S4 There are clear and thorough recruitment procedures for both college staff and homestay hosts. References asking specifically about an individual's suitability to work with under 18s were seen in all staff and homestay records sampled. Hosts are encouraged to join the update service, and comprehensive records were seen on the database of checks carried out for anyone in a homestay over the age of 18.

S5 Under-18 students are required to sign in and out at reception, and in the case of any absence, action is taken within five minutes of a student failing to arrive. Under 18s are also highlighted in registers, and the tutor mentor system ensures regular one-to-one meetings with them, where any issues of attendance can be followed up. Whilst on the college premises, the security systems in place ensure students are in a very safe environment. (see W4)

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 | October 2014 |

| | |
|---|------------|
| 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 | Further Education College |
| Other accreditation/inspection | Ofsted, QAA |

Premises profile

| | |
|--|---------------------------------------|
| Details of any additional sites in use at the time of the inspection but not | N/a EFL only delivered at city campus |
| Details of any additional sites not in use at the time of the inspection | N/a EFL only delivered at city campus |

Student profile

| Student profile | At inspection | In peak week: September (organisation's estimate) |
|--|---|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 34 | 38 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 2 | 2 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 1 | 1 |
| 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 | 37 | 41 |
| 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 | 16 | 16 |
| Adult programmes: typical age range | 16–24 | 16–24 |
| Adult programmes: typical length of stay | 12 weeks | 12 weeks |
| Adult programmes: predominant nationalities | Saudi Arabian Columbian French Italian | Saudi Arabian Columbian French Italian |

Staff profile

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses | 3 | 3 |
| Number teaching ELT 20 hours and over a week | 0 | |
| Number teaching ELT under 19 hours a week | 3 | |
| Number of academic managers for eligible ELT courses | 2 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| Total number of support staff | 3 | |

Academic manager qualifications profile

| | |
|-----------------------------|-----------------------------|
| Profile at inspection | |
| Professional qualifications | Number of academic managers |

| | |
|--|---|
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 1 |
| Total | 2 |
| Comments | |

None.

Teacher qualifications profile

| | |
|--|--------------------|
| Profile in week of inspection | |
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 3 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 3 |
| 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 | 1 | 0 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 27 | 2 |
| Staying in privately rented rooms/flats | 7 | 0 |
| Overall totals adults/under 18s | | |
| | 35 | 2 |
| Overall total adults + under 18s | | 37 |