Organisation name	Activate Learning Reading
Inspection date	7–9 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in C3 and C4 have been addressed.

Summary statement

The British Council inspected and accredited Activate Learning Reading in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this large college of further education offers courses in general English and ESOL for adults (16+) and for closed groups of adults (16+).

Strengths were noted in the areas of staff management, premises and facilities, teaching, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1999
Last full inspection	November 2013
Subsequent spot check (if applicable)	March 2015 & October 2015
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	Activate Learning Group of Colleges (City of Oxford College and Banbury & Bicester College)
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	College of further education
Other accreditation	N/a

Premises profile

Address of main site	Kings Road, Reading RG1 4HJ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The college campus is located close to the centre of Reading. The college building is laid out in a horseshoe shape over three floors, and there is a light entrance and reception area with a central staircase. Extensive facilities are available, including a range of teaching areas: studios and labs, a digital zone, a hair salon and a commercial kitchen. The large library and learning space is on the first floor, and there is a large refectory as well as two smaller food outlets and vending machines. There are toilets on all floors, including disabled facilities and lifts as well as stairs.

Student profile	At inspection	In peak week: November (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	2.5%	2.5%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	6	5
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	195	211
Part-time ELT aged 16–17 years	6	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	207	218
Minimum age	16	16
Typical age range	16–65	16–65
Typical length of stay	8 months	8 months
Predominant nationalities	Nepalese, Polish, Romania, Sudanese, Bulgarian, Spanish.	Nepalese, Polish, Romania, Sudanese, Bulgarian, Spanish.
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	6	6

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	10
Number teaching ELT under 10 hours/week	6	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	6	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	9

These figures   exclude   the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
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
Part-time ESOL courses are offered at a range of levels, as well as part-time EFL examination preparation courses. These part-time courses account for most of the provision; full-time EFL is also offered and one small group was running at inspection. 16–17 year-olds are enrolled on adult courses.

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	0	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	21	4 (in care) 2 (with family)
Staying in privately rented rooms/flats	180	0
Overall totals adults/under 18s	201	6
Overall total adults + under 18s	207	

Introduction

Activate Learning (AL) is an education group which was launched in 2013. It brings together three further education (FE) colleges as well as a number of schools, an apprenticeship and training facility and commercial and consultancy services. AL is also involved in a number of international initiatives, including a partnership which manages three FE colleges in Saudi Arabia.

Reading College is one of the three AL colleges, and is separately accredited from the other two – City of Oxford College and Banbury and Bicester College. Many staff work across two or more main sites and senior managers often have responsibilities within different colleges as the overall management structure is AL, rather than college-specific. Day-to-day management functions operate at college level.

The AL structure was very new at the time of the last inspection in November 2013 and there have been two subsequent spot checks in Reading: one to assess the impact of the new structure on English language provision, and the second to focus on aspects of academic management.

EFL and ESOL provision sit within the lifeskills faculty. The executive director of faculties is responsible for four directors within this faculty, two of whom are directly involved with EFL and ESOL provision. The director of stakeholders and employability, based mainly in Banbury, has an EFL background and maintains an overview of the Reading provision. He also liaises with the international office, which is not part of the academic structure, to create new courses as required. The director of curriculum is responsible for day-to-day management of EFL and ESOL provision, with the support of the faculty manager. Both the director and the manager are qualified teachers, although they do not have ELT backgrounds.

A new international director had been recently appointed at the time of the inspection and a number of plans were in development to expand provision. Current EFL provision is very small. EFL students are recruited and enrolled through the international office. ESOL numbers are much larger, and this cohort of students is dealt with through the college admissions process.

The inspection took place over two full days, one half-day and one part-day. Meetings were held with the chief executive officer, the executive director of faculties, the director of stakeholders and employability, the director of curriculum, the faculty manager, the director of the applied learning foundation, the group director for human resources (HR), the group information and quality assurance manager, one of the lecturers with specific responsibilities (lead IV), the facilities manager, the group student support manager, the designated safeguarding lead, the faculty coordinator, the international business coordinator, the international admissions coordinator, the examinations manager, the group marketing business partner, the college sports maker, the director of the accommodation agency used by the college, the course leader, the group learning resources coordinator, and the group senior learning technologist. One inspector visited two homestay providers.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☐	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments
M4 Communications are effective although rather informal in some cases. There is a weekly faculty meeting with minutes, but no records of the other meetings that take place. Action points are normally followed up by email.

M5 Human resources (HR) policies are very clear and comprehensive. Managers are well supported in implementing procedures with appropriate templates and checklists for every stage of the recruitment process. The director of curriculum has been trained in recruitment.
M6 Staff files were well maintained with copies of qualifications and references. All qualifications are checked and verified through robust HR processes. However, the process of evaluating teachers' qualifications against Scheme requirements is not fully established.
M7 All staff are taken through a thorough and well documented induction process, which includes a corporate event as well as further local and professional inductions as appropriate.
M8 The appraisal process is robust and supportive, and involves three review meetings a year. Managers undertake 360 degree feedback. Self assessment is encouraged and clear links are established to continuing professional development (CPD) needs and requirements. Capability procedures are in place.
M9 Activate Learning has won an award for its innovative and creative CPD programme. All managers are required to undertake leadership courses, and there is an extensive menu of courses for staff to access, as well as a range of mandatory training courses. Individual development trackers provide records of CPD. College-wide development days are held several times a year, with time allocated for faculty managers to bring their own teams together. See T10.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☐	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments
M13 Records are effectively maintained and regularly updated, although the onus is on students to let the college

know if any of their details change in between updates.
M14 Both the policy and the procedures are extremely clear and consistently implemented. The college information management system holds all information and enables effective follow-up, although in practice this process is relatively informally carried out for EFL and ESOL students.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☐	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 A comprehensive quality review cycle drives improvement throughout the organisation. An enormous amount of data from a wide range of sources is generated and analysed using the college information management systems, and action is planned accordingly. The resulting improvement plans provide a benchmark throughout the cycle.
M18 This criterion is just met, and more could be done to fully ensure that feedback from all ESOL and EFL students is responded to and action recorded. Student feedback is collected termly, and early ILP meetings provide an opportunity for initial feedback. Special care is taken for ESOL and EFL students with tailor-made questionnaires and visuals. Feedback collected is then collated and fed into the larger machinery of the college review cycle. As a result, any issues raised by or affecting significant numbers will be captured and any action recorded through the review process. For ESOL and EFL students, any immediate issues arising are responded to informally, and no record is kept of any such action, although some faculty meeting minutes provide evidence of this process.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The main medium of publicity is the website. Flyers advertising EFL programmes have also been produced.
M24 Information on times of classes, taught hours and course dates was not consistently given. No information was provided on non-teaching days, maximum class size or minimum enrolment age.
M25 Information on costs of tuition is not easy to find on the website, but is clear on the EFL flyer. Costs of residential accommodation are provided, but homestay accommodation costs cannot be found on the website itself or through the link to the agency in use.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed and robust systems are in place together with consistently implemented procedures. Student administration is effective and quality assurance mechanisms are comprehensive. Publicity overall presents an accurate picture of the provision, but insufficient information is provided in a number of areas. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☐	☐	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☐	☐

Comments

R1 The premises provide more than adequate space and are attractively laid out, with seamless linking of old and new parts of the building. There are carefully planned communal areas throughout, and a wide range of spaces available for students outside class time.
R2 Premises are maintained to a very high standard and very clean throughout.
R3 Classrooms in use are spacious and quiet, with good natural light and furniture can easily be moved. Designated classrooms can be secured for EFL and ESOL if booked in good time.
R5 The premises benefit from very clear and consistent signage that creates a sense of identity as well as facilitating navigation around the college. Noticeboards and displays throughout the premises are visually attractive, informative, up to date and well maintained, with useful information on all aspects of college life.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☒	☐	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☒	☐	☐	☒	

Comments

R7 No coursebooks are used except for one examination class. Some class sets are available, but most material is photocopied, and students do not have access to a course outline or have guidance on how to organise the photocopies that they receive. The college virtual learning environment (VLE) contains some additional learning materials but not all students make use of them.
R8 Teachers have access to a range of appropriate materials and good facilities for preparation and reproduction of materials. Additional materials are collected on a shared drive, as well as on the college VLE.
R9 There is a high level of technology in use in classrooms and across the college. Teachers were appreciative of the strong technical support provided.
R10 There is excellent provision for self access. The library provides study space in a range of formats, including social and quiet study areas, with large numbers of computers for student use. A further study area just off the main staircase also provides computers.
R11 The library provides induction for all students, and ESOL students are accompanied by their teacher. Ongoing advice and support is available both in the library and through the student portal.
R12 Although informal review takes place, it is not always easy to coordinate as choices have to be justified but budget holders do not have ELT backgrounds. The lack of a clear course outline or a formal course review process also impedes decision making in this area.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Premises provide an excellent environment for staff and students alike, and college learning resources are of a high standard. EFL and ESOL resources for students are insufficient and lack a clear process for review and development. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 Rationales were provided for two teachers without a Level 6 qualification. Both were accepted in the context of this inspection.
T2 One teacher did not hold TEFL qualifications that fulfilled the requirements of the Scheme.
T3 The rationale for this teacher was accepted in the context of this inspection.
T4 A number of people make contributions to academic management, and responsibilities are appropriately distributed between those who are TEFLQ and others. The director of stakeholders and employability is TEFLQ, although he has relatively little day-to-day involvement with the provision. The director of curriculum and the faculty manager are qualified teachers but not in ELT, and they deal with much of the day-to-day academic management. The course leader is TEFLQ and she deals with course design and observation.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☒	☐	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☐	☐

Comments

T10 Although college CPD opportunities are excellent, and there is an extremely supportive ethos amongst the teaching staff, relatively little ELT-specific input has been arranged, and hourly paid teachers, who make up the majority of the staff, have taken part in very little CPD of any kind, beyond mandatory training.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☐	
T16 Linguistic benefit from UK	☐	☒	☐	☐	

Comments

T12 Appropriate schemes of learning (SoLs) are produced by teachers for each course; however this process is slightly self-referential, as it is not led or monitored outside the teaching team.
T13 Similarly, the teaching team carry out continuous, but informal review of their courses.
T14 No written course outlines are available for students.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☐	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments
T18 EFL students have timetabled tutorials. ESOL students have a meeting at the beginning of their programme. ILPs are derived from these tutorials and meetings. T22 A dedicated advice service is available, with trained counsellors and regular visits from universities.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	all

Comments
Both EFL and ESOL classes were observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☒	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments
T23 Teachers demonstrated sound knowledge and gave clear explanations, although definitions were not always precise and occasionally incorrect or oversimplified rules were given. T24 The needs and cultural backgrounds of students were clearly taken into account in planning and materials. Plans included useful student profiles and differentiation strategies, supported by additional materials in the strongest segments observed. T25 Lessons benefited from relevant outcomes and clear staging. It was not always clear whether or how aims had been shared with students. T26 A range of appropriate techniques was observed, especially eliciting and careful monitoring with an emphasis on support where needed. There was limited but effective use of choral repetition. T27 Teachers made effective use of a good range of resources, including interactive and conventional whiteboards, handouts and cut ups. Technology was competently and confidently used. T28 Praise and encouragement were plentiful, and students received supportive feedback and correction. At certain points in some lessons, a clearer focus on accuracy would have helped students, particularly with pronunciation. T29 Evaluation of learning was built into staging and planning, and lessons demonstrated frequent informal assessment of learning, including review and recap and the use of homework. T30 Students were fully engaged throughout. Teachers had strong presence, demonstrated good rapport and graded their language effectively. Good use was made of movement, timing and teamwork.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of lessons observed being good. Teachers planned effectively and were sensitive to the needs of their students. They made good use of technology and other resources, and used a range of techniques to promote, manage and evaluate learning.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Programmes of learning are managed for the benefit of students and teaching staff hold appropriate qualifications. Course design is adequate but insufficiently monitored. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Safety and security is the responsibility of the group director of human resources. The college has a range of interrelated policies and procedures to ensure the safety and security of students on its premises. These are detailed, appropriate to its location and the profile of its students, and implemented with rigour. Access to the building is controlled by barriers and swipe cards, backed up by a good presence of security staff. Fire drills are carried out termly and there is a major incident procedure which is described on notices in classrooms.

W2 In the case of the relatively small number of international students who arrive directly from abroad, students are made aware of the wide range of pastoral support through a pre-arrival handbook, or, in the case of the majority of students both international and home who live in the local community, during induction. Personal tutors see full-time students once a week and, as well as discussing academic matters, are prepared to deal with issues like culture shock. Part-time students reported that although tutorials are not timetabled, their tutors are very willing to make themselves available before or after lessons to discuss problems. A further level of support is provided by the international office for those students who arrive directly from overseas. There is a dedicated counselling service and a range of specialist learning support services, all of which are well publicised, as well as a multi-faith prayer room.

W3 Students are informed through the pre-arrival handbook or at induction who to contact if they have personal problems: their personal tutor, trained counsellors or the international team. The college's safeguarding team is clearly identified through notices with portrait photographs which are displayed throughout the college. Students in the focus group meetings were clear on who they could contact for help.

W4 The college has a well publicised code of conduct, written in accessible language, which students are briefed on at induction. This is backed up by a behaviour and disciplinary policy. Both the code and the policy deal appropriately with abusive behaviour. All staff are trained on safeguarding and Prevent awareness. There are Prevent risk assessments. It is clear that this area is taken very seriously by the college.

W8 The majority of students are settled in the local community. Those who arrive directly from abroad are advised to register with a local GP and a NHS dentist.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college does not arrange accommodation for students. However, it gives information through its website about a range of accommodation available locally and refers students to accommodation providers. The college uses a non-registered agency to provide homestay accommodation and students are referred directly to the agent to make all arrangements. The website also provides a link to a provider of residential accommodation and advises students

to consult with the international office about this and other types of accommodation such as privately rented and hotels. At the time of the inspection, no EFL or ESOL students were living in homestay or residential accommodation. However, one inspector visited two homestays which had previously hosted EFL students.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☐	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments
W10 The agency, although not registered with the British Council, is familiar with the Scheme's criteria and has aligned its inspection pro-forma with these. Evidence from sampling indicated that appropriate safety and suitability checks are made.   W11 Re-inspection is carried out with sufficient frequency and covers all the areas of initial inspection.   W13 The information sent to students when accommodation is confirmed is accurate and generally sufficient. Information on the location of the homestay and the cost of travel to the college is sparse.   W14 The director of the agency is pro-active in seeking informal student feedback at an early stage in their stay.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments
W17 The agency provides hosts with detailed and helpful guidance on the rules, terms and conditions applicable. These are outlined on its website and spelt out in a guidance leaflet.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☒	☐	N/a	☒	☐

W25 Although the college refers students through its website to a provider of residential accommodation, it does not monitor this accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☐	☐
W29 Responsible person	☐	☒	☒	☒	☐

Comments

W26 Students receive ample information about opportunities to join sporting and other social or cultural events and activities both before, in the case of students coming directly from overseas, and during their time at the college. The college sports maker publicises opportunities through induction talks, attractive posters, classroom visits and online.
W27 In addition to the college-wide offering of leisure opportunities, there are end-of-term and end-of-course parties for ESOL and EFL students and termly excursions for students who come directly from overseas. The college sports maker liaises with the international team and the ESOL and EFL teachers to timetable sporting activities tailored to their interests and availability of the students. These activities are well organised and resourced.
W29 The college sports maker is qualified as a personal training and fitness coach and as a multi-sports trainer. Other staff directing sporting or other leisure activities are suitably trained.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Arrangements for the safety and security of students are robust and appropriate. The provision for pastoral care and leisure opportunities is good. Accommodation provided through an agency is suitable and accommodation systems work to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☐	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

At the time of inspection, only six students aged 16 or 17 were enrolled. There were no students under the age of 16. This small number is typical of other times of year. However, the college as a whole enrols significant numbers of students aged 16 and 17 on courses other than EFL or ESOL.
C1 The college safeguarding policy specifies appropriate procedures to ensure the safety of students under the age of 18 and identifies the designated safeguarding lead. This role is supported by a committee and there are faculty safeguarding teams chaired by the executive director of faculties. Staff are appropriately trained for their level of responsibility. The policy is supported by a code of conduct and incident reporting documentation. It includes safe recruitment checks, risk assessments for staff who may start work before full checking has been completed and measures to mitigate these risks.

C2 The college provides mandatory safeguarding training for all staff and follows this up with regular on-going training, which is recorded. Safeguarding is a standing item on faculty team meeting agendas. Guidance on safeguarding is provided for sub-contractors. The accommodation agency has its own safeguarding policy which it makes known to homestay hosts.

C3 The college has a section on its website for 16 to 19 year olds and their parents, which covers information on care and support. However, this is aimed at home students rather than EFL students. The international section of the site has information on support for EFL students, but this is not aimed at students under 18.

C4 Currently, only the main carer in homestay accommodation is required to be DBS checked, but there are plans to have all resident adults checked.

C5 Online class registers are kept by teachers and absences followed up on. The swipe card system allows students' presence to be tracked.

Care of under 18s summary

The provision meets the section standard. There are appropriate safeguarding policies and procedures in place within the organisation and in the leisure activities and accommodation provided.