

Organisation name	Bath College
Inspection date	7–9 March 2017

Section standard	Met	Not met
<b>Management:</b> The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resources and environment:</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and learning:</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Welfare and student services:</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W10-W12 and C4 have been addressed.

### Summary statement

The British Council inspected and accredited Bath College 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](http://www.britishcouncil.org/education/accreditation) for details).

The English language teaching department of this college of further education offers courses in general and academic English for adults (16+) and vacation courses for adults (16+).

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic staff profile, 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	1997
Last full inspection	November 2013
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	Certificate-level teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

## State sector

Type of institution	College of Further Education
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Bath College, Avon Street, Bath BA1 1UO
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	Bath College Somer Valley, Wells Road, Radstock BA3 3RW Not used for English Language Classes
Profile of sites visited	<p>The college occupies a campus which is centrally located in the city close to public transport services, including the bus station and the rail station. The premises consist of seven buildings, some inter-connected, which vary in nature and age.</p> <p>The ELT operation occupies one corridor on the second floor of one building. This is a dedicated area which provides a sense of identity to the English language School. It has the use of eight classrooms, one of which doubles as a self-access centre, a teachers' room, a workroom and a shared office for the academic manager. The senior management of the college is housed in an adjacent building.</p> <p>The college premises in general comprise a large reception area, teaching accommodation, a canteen, a coffee shop, a training restaurant open to the public, a library, a student advice centre, a student common room and student union office, a careers guidance centre, a gym, a prayer room, a training beauty and hair salon and a first aid room. There is a second site, situated some three miles away, but this is not used for any ELT activities.</p>

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	16	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	15	80
Full-time ELT (15+ hours per week) aged 16–17 years	1	4

Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	82	0
Part-time ELT aged 16–17 years	4	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>102</b>	<b>84*</b>
<b>Advertised</b> minimum age	16	16
<b>Actual</b> minimum age	16	16
<b>Advertised</b> maximum age on junior programmes	N/a	N/a
<b>Actual</b> maximum age on junior programmes	N/a	N/a
Typical age range	20–30	18–30
Typical length of stay	3 months	3 weeks
Predominant nationalities	Spanish, Emirati, Italian	Spanish, Italian
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	11	1

\*Note: The college considers the peak week to be in July as it has the highest number of student hours, due to the number of full-time students enrolled.

### Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	9
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	4	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	30	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	N/a
<b>Total</b>	<b>1</b>
Comments	

The academic manager teaches up to six hours per week.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	9
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	<b>9</b>

#### Comments

All teachers are qualified to diploma level. In the summer a small number of TEFLI-qualified staff are employed on a temporary basis.

#### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

General courses include IELTS and preparation for external general English examinations and are offered on a full-time and part-time basis. EAP courses are run as part of an international foundation year programme in conjunction with the University of Bath. A short part-time programme for nurses, including IELTS preparation, has been run off site. A two-month summer vacation course for full-time students runs in July and August and attracts both individually enrolled students and groups.

#### Accommodation profile

##### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	6	2
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
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	2
Staying in privately rented rooms/flats	91	1 in privately arranged homestay
<b>Overall totals adults/under 18s</b>	<b>97</b>	<b>5</b>
<b>Overall total adults + under 18s</b>	<b>102</b>	

## Introduction

Bath College is a medium-sized further education college formed from the merger of two separate colleges in April 2015, one of which was City of Bath College which had British Council accreditation. The newly formed college took the name Bath College and the EFL operation continued to operate in the same location as previously. The college has an enrolment of some 9,000 students in a wide range of subjects, from hospitality to engineering. The teaching is organised into nine departments, one of which is the English Language School.

The current principal and vice principal joined the college in the course of 2016. Since the previous inspection the college has terminated ESOL Skills for Life courses and has closed the international office, which had co-ordinated recruitment and support in respect of international students. The role of the former international office has been distributed among staff in other departments.

The inspection lasted two and a half days, during which the inspectors held meetings with the principal, the vice principal, the head of the English Language School, the learning co-ordinator for EFL, the HR director, the HR adviser, the student welfare manager, the accommodation officer, the librarian, the marketing manager, the quality development manager, the student participation manager, the health and safety officer, the examinations officer, and the chaplain.

The inspectors also met a group of students and a group of teachers. All teachers timetabled during the inspection were observed. One inspector visited three homestays.

## Management

### Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M2 There is a clear management structure within the college and within the English Language School.

M3 Job descriptions are produced and provide comprehensive information on the responsibilities involved.

M4 Communication within the English Language School is relatively informal, but works effectively in a small, closely connected team of teachers who all share the same workroom, with the academic manager's office located nearby. Meetings are held when they are felt to be needed and brief notes are taken and circulated. Within the wider college structure the head of the English Language School attends formal management team and curriculum team meetings, which are each held monthly. The college held a combined Christmas party and information meeting for homestay providers in 2016.

M5 The college has a rigorous and comprehensive recruitment policy and procedure which is fully documented in relevant policy documents and handbooks. There is a specified scoring process for shortlisting applicants, which includes monitoring according to the equal opportunities guidelines. The recruitment process requires all shortlisted staff to be interviewed and for teaching posts applicants are required to demonstrate teaching skills through, for

example, microteaching. Checking is carried out of identity, of the right to work in the UK and of qualifications claimed. Suitability checks are made and references are taken up. Staff contracts are detailed and are informative of terms and conditions. The college has a human resources office with a director and supporting staff.

M7 Induction of new staff is thorough and systematic. Procedures are clearly set out in writing and details are included in the staff handbook. A full checklist for induction is used, together with an induction passport issued to new staff. The college runs an induction programme for joining staff, normally once a month.

M8 The college operates an annual appraisal process which includes a meeting between the staff member and the line manager. New staff are briefed on the procedure at induction and a written guide to performance review is available. A staff disciplinary procedure is in place to cover issues of capacity and discipline. The college prefers to resolve issues informally in the first instance.

M9 The college has a written staff development policy and requires all teaching staff to have a teaching qualification or to acquire one within two years of appointment. There are designated cross-college staff development days, amounting to between two and three days a year. The development is of a generic nature. All staff are required to take basic level safeguarding and Prevent training. Support is given for upgrading qualifications, subject to budgetary constraints.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M11 Advice and information for students before application and enrolment is available by email for students living away from Bath and by face-to-face contact at the Student Advice Centre for students (usually part-time) resident in the area. Any complex enquiries are handled by the department's learning co-ordinator. Learning agreements, tutorials and informal contact with tutors provide several channels of communication through which students can obtain advice and support once they begin their course.

M13 Student records are held both electronically and on paper. The paper records are duplicated and are held at two locations in the college. The electronic records are accessible remotely to authorised staff. One electronic record seen did not have the student's emergency contact details entered, although these were included on the paper-based record. One student had given the homestay provider as the emergency contact.

M14 A rigorous absence and punctuality policy is in operation and the rules are enforced. Full details are included in the student handbook. There is a staged follow-up procedure for student absences. Class registers are kept for every session.

M15 The college has a student code of conduct and disciplinary policy and procedure, with additional components for under 18s. Students are aware of the policy, which is included in a learner agreement which all students sign up to.

### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 The college has a well-developed quality assurance procedure which operates on an annual cycle, consisting of a self-assessment report, key performance indicators and a quality improvement plan. Each document feeds into the next one progressively. The self-assessment report includes analysed data from student feedback questionnaires. The quality improvement plan includes action points which are time referenced and subsequently monitored for successful completion. The outcomes are reported to the college senior management team.

M18 Initial and end-of-course feedback is obtained through questionnaires and is recorded. The results are analysed and included in the self-assessment report. Action taken is recorded. Additional checks are made during tutorials, which provide further opportunities for students to give feedback

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Publicity material consists of two printed prospectuses, one for year-round courses and one for the summer school, and a section of the college website. The information available on the website is the most comprehensive and the printed prospectuses give details of the internet address.

M21 Both printed and on-line publicity material is clearly expressed and accessible to potential students. The web pages are easily accessed and are user friendly.

M22 Publicity material gives a realistic representation of the college and its facilities. In a few instances photographs of locations are not captioned.

M23 Detailed and informative course descriptions are provided on the web pages.

M25 All the required information is to be found on the web pages with the sole exception of the cost of IELTS tests.

M26 Useful information about accommodation is given on the website.

### Management summary

The provision meets the section standard and exceeds it in some respects. The provision is effectively managed and operates to the benefit of students. Management structure is clear, with effective lines of communication, both formal and informal. Student administration is carried out efficiently; students sign up to a learning agreement. The quality assurance system is well developed and operates on an annual cycle. Publicity material is accessible and accurate. *Staff management* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R3 The English Language School has the use of a suite of eight dedicated classrooms which are spacious and appropriately furnished, allowing for flexibility of configuration. The rooms are grouped together on one corridor, adjacent to the staff workroom and close to the office of the academic manager. They have good natural and artificial lighting, and are quiet and are well ventilated, providing a comfortable working environment conducive to

effective study.

R5 Signage is good throughout the college areas used by English Language School students. The relevant noticeboards are numerous and are very well maintained with a wide range of relevant information, covering administrative and academic matters, welfare and student support, and leisure opportunities. The noticeboards are visually attractive and contribute to the school's sense of identity.

R6 The teachers' workroom is large enough to accommodate all staff comfortably. Teachers have individual desks, each with a computer terminal. A photocopier/printer is located in the adjacent resources room (see R8). There are facilities for storage and for preparing drinks, snacks, etc.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments

R7 Learning materials comprise a combination of published material and material produced or accessed by individual teachers. Teachers have a system to share material that they have produced. Class sets of main coursebooks are in use and dictionary sets are kept in classrooms.

R8 A well-stocked resources room houses a wide range of teaching materials for teachers to use, and a range of electronic resources is available through a departmental portal. A photocopier/printer is located in the resources room and teachers are not limited in the amount of copying that they can do, within the limits imposed by copyright law. A good collection of teachers' books is available in the staffroom.

R9 All classrooms used by the English Language School are equipped with computers and data projectors. Teachers make effective use of this equipment. IT support staff are available to provide advice, support and assistance whenever needed. Free Wi-Fi is available to students and staff throughout the college.

R10 The college library provides a congenial place for private study and houses 26 open-access computers as well as making available 20 laptops and six other computers to students. Near the library entrance a collection of graded readers is prominently displayed on a carousel and separately the library holds a range of examination practice books, reference books, magazines, fiction titles and DVDs. Small meeting rooms can be booked for syndicate work in groups. The library is open from 08.45 to 19.30 Monday to Thursday and from 08.45 to 16.30 on Fridays. In addition the English Language School has its own self-access centre equipped with 25 computers and a range of practice and reference material, including electronic resources. It is open for one and a half hours after class from Monday to Thursday and is staffed at these times by a member of the teaching staff.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and facilities are of a good standard and provide an environment congenial to effective work, study and leisure. The English Language School benefits from dedicated teaching and office accommodation which facilitates teaching and learning and fosters a sense of identity. Learning resources are of a good standard and students benefit from the availability of a library and a self-access centre, both of which are equipped to meet the needs of English language students.

*Premises and facilities and Learning resources are areas of strength.*

### Teaching and learning

#### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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#### Comments

T2 All teaching staff at the time of the inspection were qualified at diploma level (TEFLQ) and the majority of staff throughout the year are TEFLQ.

T4 The academic manager is TEFLQ, has substantial full-time relevant teaching experience, and has more than four years' experience in an academic management role.

#### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teacher deployment is based on expressed preferences, relevant experience, timetabling requirements and the broadening of experience.

T8 When required the academic manager and the learning co-ordinator are able to provide cover for absent teachers, as both have a reduced teaching role.

T10 Short in-house professional development sessions are run regularly. These normally involve sharing of ideas and experience within the EFL team, but occasionally there is a contribution by an external speaker. Teachers reported that this was useful to them. Cross-college professional development of a generic nature takes place on two or three days a year.

T11 All teachers are observed at least once a year by a TEFLQ manager and these observations are supplemented by shorter 'drop in' observations once or twice a year. Written feedback is provided following substantive observations and this is of a high standard. Teachers spoke highly of the quality of the feedback provided, both written and spoken.

#### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 Outline syllabuses are set out and are linked to the contents of the selected coursebook. However, the coursebook contents are not always related to a specified time frame, and more detailed schemes of work are not in evidence.

T14 Brief syllabus outlines referring to coursebook units are posted on the walls of classrooms. These only provide limited information to students.

T16 Students have the opportunity to participate in the various activities of the college, including the enrichment programme, volunteering opportunities and students' union activities. These are posted on noticeboards. The English Language School runs occasional trips locally and further afield. However, participation is left to individual student preferences and initiative and is not inherently part of the EFL curriculum or built in to the formal learning programme.

**Learner management**

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

T17 Newly arrived students take a commercially available placement test together with an interview and a writing test.

T18 Individual tutorials with full-time students take place twice termly (approximately every six weeks), and more often if deemed necessary. Records are kept of tutorials.

T19 Guidance is given to students on selecting an appropriate examination, based on initial assessment and subsequent progress in class. Dedicated examination classes are run to supplement general English classes and cater for the most popular examinations.

T22 The college has an advice and guidance centre (the Futures Hub) which gives information, advice and support on careers and further study. The Futures Hub produces a flyer specifically addressed to English Language School students, inviting them to make use of its services.

**Classroom observation record**

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Full-time and part-time courses, including EAP and examination preparation classes

**Comments**

None.

**Classroom observation**

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

**Comments**

T23 Teachers produced accurate models of spoken and written English, at appropriate levels with suitable exemplification in meaningful contexts. Stronger teaching demonstrated knowledge of a wide range of language, including collocation and aspects of discourse structure. Weaker teaching showed a narrower coverage of language items and functions.

T24 Lessons were generally well focused and structured, with course objectives that were appropriate to student needs. However, little attention was paid to pronunciation in most lesson segments observed. In EAP and examination classes, objectives and content were matched appropriately to the aims and purpose of study. In lessons where there was a range of language level among the students there was little evidence of differentiation.

T25 Learning outcomes were not always clearly stated or identified in weaker lesson segments. In stronger lessons,

learner outcomes were clear and lessons demonstrated clear progression and staging.

T26 In stronger lessons, teachers used a wide range of techniques appropriately, showing effective elicitation and questioning and making use of concept checking to ensure understanding of new language items. In weaker lesson segments vocabulary teaching was not always effective, and opportunities for incidental pronunciation work were missed.

T27 The classroom environment was arranged appropriately, with furniture set out so as to encourage student attention and participation. A wide range of resources was observed, used to good effect. These included data projectors, mini whiteboards, word and phrase cards, videos and worksheets. Dictionary sets were available in classrooms. Coursebooks were used effectively, as a support for teaching without dominating the scene.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that students had the help that they needed and that errors were noted. Where written work was being done in class, this was carefully monitored and reviewed. Some more general error correction was seen, but in this area opportunities were missed.

T29 Evaluation of learning was achieved through the monitoring of students in interactive modes, through homework, which was regularly set, and through concept checking.

T30 All students were fully engaged throughout. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed. Students worked well together in a co-operative spirit, creating a positive atmosphere in the classroom. In stronger lessons teachers were sensitive to class dynamics and showed keen awareness of individual student needs. Students spoke positively of the learning experience.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with most of the teaching falling into the satisfactory to good categories. Teachers produced accurate models of spoken and written English, at appropriate levels with suitable exemplification in meaningful contexts. Lessons were generally well focused and structured, with appropriate course objectives. Although learning outcomes were not always clearly stated or identified in weaker lesson segments, in stronger lessons learner outcomes were clear. Teachers used a wide range of techniques to good effect, together with appropriate resources. Teachers monitored and supported students in pairwork and small group mode and all students were fully engaged throughout. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Academic staff qualifications and experience are very good and academic management is effective. Course design is satisfactory overall, but there are few strategies for exploiting the external environment within the course structure. Learner management is carried out effectively to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile* 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 The qualified health and safety officer is line-managed by the estates and facilities manager. Departmental premises risk assessments are carried out and can be regularly updated on the college intranet whenever circumstances change. The fire risk assessment is carried out by a specialist external company and all the required measures for fire safety are in place, including trained fire marshalls and guidelines for staff and students. CCTV is placed appropriately and monitored at all times. Staff, students and visitors wear lanyards with ID cards, and security staff are on duty at the main entry points. There is a team of trained first aiders who are available on a rota

basis during the day and the estates team are on duty after 17.00. Every room has a clear 'need help' notice which has information about what to do and who to contact in an emergency. A major incident procedure is in place and there is a practical emergency response video on the college intranet for staff and students.

W2 Appropriate pastoral care is a priority for all staff in the college. Students are told about the members of the college welfare team at induction. There is additional information in the student handbook and staff photographs are displayed on the many posters in classrooms and throughout the college. The college chaplain has an inter-faith role, providing support for students of all faiths and those of none. He has ensured that any special needs arising from religious observance are met. These include a dedicated prayer and reflection space.

W3 There are a number of trained staff who can support students who have personal problems. The main point of contact is the student welfare manager, who is located near the EFL department. The college has a counselling service with a team of counsellors, whose names are included in the EFL student handbook. Students can be referred to specialist support organisations when necessary.

W4 The policy and procedures to prevent bullying and harassment are very thorough. The college has addressed fully the responsibilities relating to the Prevent strategy. Summaries of both policies are available on noticeboards throughout the college and reflect the college ethos of treating everyone with respect. Students are introduced to the policies at induction and in the classroom, but written information for students does not use language accessible to EFL students with a low level of English.

W7 All staff are happy to help students and all the relevant advice is given, but the information is not always easily accessible as it is spread across different departments and in a range of documents.

W8 Information about students' rights regarding medical and dental treatment through the NHS is given in pre-arrival emails. There is a medical room for students and a nurse in the college is available to give help with general health issues. Students are advised to register with a local doctor and are given directions to a surgery near the college. They are also directed to the UKCISA guidance notes for keeping healthy.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

There are about 50 active providers on the homestay register and half-board or self-catered accommodation is offered. Six homestays were in use during the inspection and the three visited were providing half-board accommodation.

Bath University international foundation year students, who are studying at Bath college, are placed by the university in their own residence opposite the college. All aspects of the management are controlled by the university and the residential staff are employed by them.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The accommodation visited met this criterion in most respects, but in two cases the hosts did not routinely change towels and bed linen weekly, instead relying on requests from students. All the hosts were welcoming and friendly and clearly enjoyed looking after the students.

W10 A detailed form is used to record information obtained when inspecting a homestay for the first time; however, it does not include a check that a fire risk assessment is in place. The accommodation officer is aware of this requirement.

W11 Homestays are visited annually by the accommodation officer, who has had specific training. Fire risk assessments are not checked (see W10).

W12 Although the accommodation database contains up-to-date, accurate information about providers and students, and includes records of visits and checks that Gas Safe certificates are in place, there is no record of risk assessment (see W10).

W13 Students receive most of the required information about the accommodation booked for them, but the description of the location is brief.

W14 The accommodation administrator communicates with students before they arrive and is introduced to them at induction. Students are encouraged to contact her if they have any problems and also complete a feedback form very early on in their stay. Problems are dealt with promptly as was seen during the inspection. Action taken is recorded.

W15 Hosts are given suggestions for providing well-balanced meals and for meeting dietary requests. The hosts visited were clear about their responsibilities with regard to providing a healthy and appropriate diet.

#### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W17 Hosts receive a code of standards which they sign and a comprehensive guide detailing the rules and terms and conditions with regard to homestay provision. This is written clearly and accessibly.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

None.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W26 Information about the leisure opportunities is displayed on the EFL social activities noticeboard and a member of the student union visits classes to alert them of upcoming events. Photographs of recent trips are displayed.

W27 The sports development officer is responsible for the gym and for organising a range of on- and off-site sporting activities including boxing, football, rugby and netball. Social enrichment activities include day trips outside Bath, quiz nights, a film club and visits to art galleries and museums. English Language School students are automatically members of the student union and the inspectors were informed that they were enthusiastic

participants in the leisure programme.

W28 Detailed written risk assessments are drawn up for all on-site and off-site activities and are updated after every event. They are venue specific and include difficulty with communication as a risk. They are signed by a trained supervisor and available for those staff accompanying the students. Supervisors are given a list of participants with their phone numbers. First aid kits are taken on all off-site events. Group leaders present during the summer school are given clear guidance as to their responsibilities when supervising their own students.

W29 All sporting activities are led by specialist staff with level two or three coaching qualifications. Other leisure activities are always supervised by experienced, nominated members of staff.

### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. Care has gone into ensuring that the needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students, but homestay providers are not asked to prepare fire risk assessments. The well-organised leisure activities are varied and tailored to meet the needs and interests of the students, and the leisure risk assessments are very thorough. *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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### **Comments**

At inspection there were five 16/17 year-olds, one studying full-time and the other four on part-time courses. During the 2016 summer school there were four full-time students. All 16/17 year-olds study on adult courses.

C1 The college works closely with external partners in the local community to ensure that all aspects of safeguarding are included in the policy, implemented effectively and reviewed annually. The policy includes safer recruitment checks with risk assessments being carried out in the case of delayed DBS checks and unchecked group leaders. The vice principal with responsibility for international activity is the senior designated safeguarding person and is named in the policy.

C2 The policy, which is available for all staff and hosts, has been introduced and presented at several training sessions. It is a specific part of the induction for new staff. The designated safeguarding person and the welfare and safeguarding administrator have had specialist training and the four safeguarding leads have either had specialist or advanced training. All other staff have had basic awareness training.

C3 Publicity describes the degree of direct supervision by the college of students aged 16 and 17 on adult courses. Parents sign a consent form agreeing to the arrangements made by the college.

C4 Recruitment procedures for staff and hosts are appropriate. All staff and all adults in the homestays undergo suitability checks. Two formal references are required for staff and hosts, but there was only one reference for one of the homestay providers.

C5 All teachers and safeguarding staff are aware of the 16 and 17 year-olds enrolled on adult courses and their age is highlighted on registers.

C6 Consent forms for group leaders, parents or guardians are signed to confirm that they understand and agree that the college does not provide direct supervision for 16 and 17 year-olds who book an adult course. The student code of conduct and disciplinary policy and procedures includes a section for students under the age of 18. Homestay hosts also receive information about the expected behaviour, including curfew times on a sliding scale for 16 and 17 year-olds.

C7 There are suitable homestays available for the few students aged under 18 who require accommodation. Two were in homestays at the time of the inspection, one of which was a privately arranged homestay and the other two students were staying in rented accommodation with relatives.

C8 Hard copies and electronic records of next of kin contact details are available and complete. At the time of the

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inspection only parents of summer school students had been sent a phone number to be used to contact the college outside office opening hours. During the inspection this information was added to a pre-arrival letter.

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### **Care of under 18s summary**

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The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the college and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the college and homestay hosts have had basic awareness training.

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