

Organisation name	Bath College
Inspection date	29–30 March 2022

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Bath College in March 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this college of further education offers courses in general and academic English and ESOL for adults (19+) in college premises and online.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, learner management, teaching, and care of students.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Bath College is a further education college formed from the merger of two separate colleges in April 2015. 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 four overarching departments. The English Language School (ELS) sits within the Department of Business and Technical Skills. The current principal has been in post since September 2021 having previously held the role of deputy principal for five years.

Since the previous inspection the college no longer offers international summer schools. The main offer is now general English and ESOL to adult students who mostly live locally, and bespoke provision for local employers and organisations on request. The college also runs the University of Bath international foundation year under licence from the University of Bath and offers certificate-level teacher training courses; these aspects of the college's work were not part of this inspection.

The inspection lasted two days, during which the inspectors held meetings with the principal, assistant principal, the community engagement manager (CEM), the co-ordinator of ELS, the quality performance manager, the student services manager, the international admissions advisor, the learner journey assistant, the ESOL administrator, the graphic designer digital, the marketing and web co-ordinator, the student engagement officer, the health and safety co-ordinator, the estates manager, the human resources manager, and the senior student welfare officer.

The inspectors also met a group of students and a group of teachers. All teachers timetabled during the inspection were observed and part of an assessment session for new students was also observed.

Address of main site/head office

Avon Street, Bath BA1 1UP

Description of sites visited

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.

The ELT operation occupies two dedicated teaching spaces and a central office on the ground floor of one of the buildings. Additional teaching rooms are utilised within the building to accommodate more classes. While rooms may be timetabled throughout the building, each course is delivered from the same room for the duration of the term. There is a creche which is accessed by parents attending ESOL classes located in the same building. The senior management of the college is housed on the first floor of the building.

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, a welfare suite and a first aid room. There is a second site, situated some eight miles away, but this is not used for any ELT activities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General courses include core ESOL provision from pre-entry to Level 2 on a part-time basis. IELTS and exam preparation courses for higher level examinations are offered if there is enough demand. Bespoke provision for specific groups or organisations can be arranged and has included a short part-time programme for nurses focusing on preparation for professional exams. Course were offered either face-to-face or online.

Management profile

The co-ordinator of ELS reports to the Community Engagement Manager (CEM) who in turn reports to the Assistant Principal, Technical and Business skills. English language teachers report to the ELS coordinator and the ESOL administrator reports to the CEM.

Accommodation profile

The college does not offer accommodation to students on the ELS courses as they are already members of the local community.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The college has clear goals and values and sound quality and review procedures. Staff management is efficient and there are effective channels of communication at all levels. There is good human resources support and development for staff. All aspects of student administration are carried out with care and attention to the needs of students, and publicity is clear and accurate. The management of the provision operates to the benefit of students. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a well-qualified academic manager. Course design is regularly reviewed, there is good linking of the classroom to the local environment and the wider UK context. The teaching observed met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The college provides a safe environment for students, with very good emergency procedures and a high level of pastoral care. While a leisure programme is not offered to students, the student engagement officer is proactive in promoting activities in the local area to all students at the college. No accommodation is organised for students on EL programmes. *Care of students* is an area of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is a very clear statement of the goals and values of Bath College, made known to all staff and students through a variety of media, including on notices displayed throughout the college. Staff were consulted in the creation of the mission and vision of the college and the core values were voted for by a full staff body.

M2 There are clear plans in place for the future of the ELS with the full support and involvement of the college's senior management. Objectives are realistic, and progress towards achieving them is measurable, taking recent pandemic circumstances into account.

M3 There is a clear and effective structure in place for the ELT operation, understood by all teachers, and made known to students. Good cover systems for key staff ensure continuity and the smooth running of the operation.

M4 Channels of communication are clear, appropriate and effective; meetings at various levels take place frequently with clear minutes and actions disseminated to all. Staff in the focus group felt involved in, and very much a part of the ELS and the college as a whole.

M7 Review and continuous improvement are embedded in the work of the college; effective systems are in place to ensure that all aspects of provision are reviewed frequently and consistently. Many sources of reference, including staff and student feedback, are incorporated into the review cycle.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 A comprehensive suite of human resource policies is in place and widely disseminated.

M10 Recruitment procedures are in place. However, staff records sampled did not have two references for all staff and not all copies of certificates were signed and dated to show that an original copy had been seen and checked.

M11 Induction procedures for all staff are detailed and thorough, both at college level and more locally in the ELS where arrangements are made for new staff members to observe classes in advance of starting teaching.

M13 The college is committed to continuing professional development (CPD) for all staff. Areas for CPD are identified in observations and suggested by teachers. Where possible, the college provides support for staff to upgrade qualifications.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Administrative staff working directly with ESOL students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the college.

M15 The individual nature of the service provided ensures students receive detailed one-to-one needs analysis and guidance on the most suitable course choice before starting their programme. This level of support continues throughout their time in the ELS.

M19 The attendance and punctuality policy is explained to students at induction and is adhered to. Allowances are made for personal circumstances and these are detailed in class profiles and understood by teachers. Students arriving late because of these personal circumstances are settled quickly into class with the minimum of fuss.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the college website which provides basic information on the courses. Students are encouraged to contact the ELS directly for more personalised information, because of complex funding and eligibility criteria.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises are of a high standard and very well looked after. The college offers an attractive and comfortable environment for work and study.

P2 The ELS benefits from having two dedicated classrooms. Classrooms are bright, well furnished and well decorated with displays of student work and interesting language-related posters and resources.

P3 There are many well-appointed communal relaxation areas within all of the buildings and additional outdoor seating areas. Wi-Fi is free throughout the college.

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

Comments

P7 The ELS has a good range and quantity of paper-based learning resources for students, supplemented by teacher-prepared materials used in class and available on the virtual learning environment (VLE).

P8 Staff have access to plentiful resources in the staff resource cupboards and on the VLE, where additional course material is frequently uploaded.

P9 All classrooms are well equipped with data projection, audio-visual internet access, and whiteboards. Technical staff are always available to help with any technical issues. There is good training available for staff to help them update their skills and knowledge of new technologies.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 A rationale was presented for one member of teaching staff who did not have a copy of her Level 6 qualification. The rationale was accepted in the context of this inspection.

T2 One teacher did not have a TEFLI qualification. A rationale was presented and accepted in the context of this inspection. She receives good support and guidance from the academic manager and the college is supporting her to study for a TEFLI qualification in the summer.

T4 The academic manager is TEFLQ and has a wide range of relevant teaching and management experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met

T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T10 The college has invested in an electronic system to record details of observations and identify and disseminate best practice across the college. Observations are carried out jointly by an appropriately qualified subject specialist and by another member of staff. Details of pre and post observation planning and action were seen.

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

Comments

T14 Various interesting initiatives are in place, such as team-taught computing skills, complementing the English language programme and aimed at encouraging language acquisition: target language and skills needed for these initiatives are practised and made explicit to the learners.

T16 The course includes a focus on real-life English, encouraging students to develop language skills they can use immediately in the outside world. Students in the focus group reported how much they had learned and how much their confidence in speaking real English in real contexts had increased.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Placement of students is done carefully with students' individual needs and goals taken into account, which results in homogeneous class composition.

T19 Learning support is central to the work of the ELS; any difficulties students may encounter are picked up very quickly and strategies put into place to ensure that every possible effort is made to help students succeed and achieve.

T22 Students have access to a great deal of help, support and encouragement from the Student Advice Centre and from ELT staff to explore next steps and progression routes to mainstream college or higher education or other opportunities.

Classroom observation record

Number of teachers seen	6
Number of observations	6: five face-to face and one online
Parts of programme(s) observed	All relevant courses running at the time of inspection were observed. Part of an assessment session for new students was also observed.
Comments	
Two teachers were not teaching on the days of the inspection.	

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments	
<p>T23 All teachers provided appropriate models and gave good, relevant and concise explanations of new vocabulary and grammar at the right level for their students. Most teachers modelled correct stress and pronunciation in the flow of the lesson, using drilling and repetition very effectively. Teachers encouraged students to explore issues of L1 interference and differences between US and UK English.</p> <p>T24 Profiles showed very good understanding of the cultural and linguistic needs of the students and lessons were designed to take these needs into account. There was a strong focus on developing students' communicative skills and building confidence.</p> <p>T25 Aims and objectives were expressed clearly in lesson plans; plans were carefully structured and staged and closely linked to students' needs. The activities students were engaged in and the sequence of activities were coherent and it was clear to students what they were learning.</p> <p>T26 Almost all teachers showed a good range of teaching techniques including nomination, concept checking, elicitation, clear instructions given and checked. Students were given time to produce longer utterances; there was good focus on specific language through repetition and drilling.</p> <p>T27 Very clear, helpful boardwork was seen in some classes and good use was made of music in whole class milling activities to enhance mood and atmosphere. Good pairing, grouping and regrouping of students was seen and effective use of technology. Online lessons were conducted smoothly and confidently.</p> <p>T28 Teachers monitored language well, gave positive and encouraging feedback and handled correction well, often in the flow of the lesson.</p> <p>T29 Good use and selection of tasks and short assessment activities were used at intervals throughout most lessons, to check whether learning was taking place. Teachers often made reference to work covered previously.</p> <p>T30 Students were engaged in all classes seen. In most classes there was a sense of real energy and enjoyment, classes were purposeful and generally there was a good, brisk pace.</p>	

Classroom observation summary
<p>The teaching observed met the requirements of the Scheme and ranged from very good to good against the criteria, with majority being very good. Teachers showed very sound knowledge of linguistic systems and provided highly appropriate models. Teaching techniques were varied and very effective, and the pace of learners was taken into account. The content of lessons was carefully chosen to meet the needs of students and their aspirations. Lessons were clearly staged, feedback was positive and encouraging and language was monitored well. Students were engaged, teachers were energetic and professional and there was a positive atmosphere in all classes.</p>

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W2 The college has produced a thorough emergency response plan which is emailed to all staff. Drills have been carried out and there is an effective lockdown alert system and procedures in place.

W3 Pastoral care is very well covered by the college. Students in the focus group commented very favourably on the level of support available to them from the student services team which comprises a full-time counsellor and four welfare officers. The creche facility has made it possible for many of the ESOL students to attend lessons.

W7 Information on aspects of life in the UK is included in the student handbook and also forms part of the curriculum of ESOL students.

W8 An on-site nurse is available one day per week and several members of staff are first-aid trained. Information on how to register with a local GP or dentist is available through a wide range of sources. Particular attention is paid to student well-being and quiet areas, "time out" cards, and counselling services are available to all students.

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

Comments

The college does not arrange accommodation for ESOL students as they are already members of the local community.

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

Comments	
Not applicable.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
Not applicable.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a
Comments	
No leisure programme is offered.	
Declaration of legal and regulatory compliance	
<p>D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i>.</p> <p>The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.</p> <p>On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.</p> <p>Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.</p> <p>Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.</p> <p>Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.</p>	
Comments	
D1 The items sampled were satisfactory.	
Organisation profile	
Inspection history	Dates/details
First inspection	1997
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	EAP element of International Foundation Year with University of Bath. Certificate-level teacher training.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation/inspection	Ofsted

Premises profile

Details of any additional sites in use at the time of the inspection but not visited.	Somer Valley Campus, Wells Road, Radstock, Bath BA3 3RW
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: March (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	165	203
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	165	203
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	19+	19+
Adult programmes: typical age range	19–68	19–66
Adult programmes: typical length of stay	3 terms+	3 terms+
Adult programmes: predominant nationalities	Polish, Italian, Spanish, Romanian, Syrian, Chinese (HK), Turkish, Greek	Polish, Italian, Spanish, Romanian, Syrian, Chinese (HK), Turkish, Greek

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	11
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	9	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

Comments

The academic manager was scheduled to teach for 13 hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8

Comments

A rationale was presented for one teacher without appropriate TESOL qualifications.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family		N/a
Staying in privately rented rooms/flats	165	N/a
Overall totals adults/under 18s	165	
Overall total adults + under 18s	165	