

Organisation name	Bath College
Inspection date	25–26 March 2026

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Bath College in March 2026. 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).

The English language teaching department of this college of further education offers courses in general English and ESOL for adults (18+) and young people (16+) on college premises and online.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic staff profile, academic management, course design, learner management, care of students and safeguarding under 18s.

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

Introduction

Bath College is a further education provider formed in April 2015 through the merger of two separate colleges. It enrolls approximately 9,000 learners across a broad curriculum spanning sectors such as hospitality, engineering, and many others. Full-time teaching is organised into four overarching schools, each aligned with regional skills priorities. Alongside this, the college operates standalone Apprenticeships and Adult Skills departments, within which the ESOL curriculum is situated.

The current Principal and Chief Executive Officer joined the college in April 2025, bringing over two decades of experience as a Principal at a nearby further education institution. A new Deputy Principal and CEO also joined in August 2025, following senior leadership roles across several further education colleges both within and beyond the region.

The college delivers courses in general English and ESOL for adult learners who predominantly live locally, a small ESOL programme for 16–18-year-olds, and bespoke English language training for local employers and community organisations upon request. Since the previous inspection, the college has discontinued the International Foundation Year previously delivered in partnership with the University of Bath.

The inspection took place over two days with two inspectors. Meetings were held with the principal, the assistant principal - student experience, the quality director, the head of department (adult skills), the curriculum team lead - ESOL, the director of human resources, the head of inclusion, the head of marketing, the director of estates, the student services manager, the ESOL administrator, two course leads, the head of ICT, the personal development lead, the football lead and a designated teacher. Two focus group meetings were held, one with teachers and another with students. All teachers timetabled during the inspection were observed.

Address of main site/head office

Avon Street, Bath BA1 1UP

Description of sites visited/observed

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 English School (ELS) uses classrooms on the second and fourth floors of the Herschel buildings and teachers have a dedicated office on the second floor. 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 cafe, a library and digital hub, a staff hub, a student services centre, a student social space, a careers hub, a gym, a prayer room, a students' union and a professional salon and spa. There is a second campus, 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+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☒	☒	☐	☐
Other	☐	☐	☐	☐

Comments

The college offers courses from pre-entry to Level 2 on a part-time basis. Students have the choice of courses leading to a college certificate (4 hours per week) or ESOL skills for life exam classes (6 hours per week). Daytime courses are delivered on campus and the evening courses are taught in a hybrid style, one evening in college and the other evening online. There is also a full-time ESOL course for students aged 16 - 18. This course includes maths and ICT classes in addition to ESOL for levels above pre-entry. Bespoke provision for specific groups or organisations can also be arranged.

Management profile

The ESOL teaching team report to the curriculum team lead ESOL who, in turn, reports to the head of department (adult skills). The head of department reports to the director of inclusion and curriculum innovation.

Accommodation profile

The college does not offer accommodation to students on the general English and ESOL 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.

There is a clear strategic plan for the organisation, robust policies are in place, communication systems work well and staff are effectively managed and developed. Administration is customer focussed and publicity is largely accurate. *Strategic and quality management*, *Staff management* and *Student Administration* are areas of strength.

Premises and resources

The provision meets the section standard.

The college provides a pleasant and secure environment for students both for study and for relaxation. Learning resources for students and staff are appropriate and technology is well-used and well-supported.

Teaching and learning

The provision meets the section standard and exceeds it in some respects.

Academic managers are experienced, well qualified and provide effective support and development for their teachers. The curriculum is well designed and implemented and learners are very well supported.

The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Well-developed policies and practices promote safety and security. The provider's staff collaborate very effectively with student services to meet the needs of students for information, pastoral and health care. There is a good and developing range of enrichment and sporting activities available to ESOL learners. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Policies and procedures to safeguard students under the age of 18 are very good. The college has very good systems for supporting and keeping their students under the age of 18 safe through a multi-agency approach. *Safeguarding under 18s* is an area of strength.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Strength
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

M2 Objectives and plans for the future of the organisation are comprehensive and relate specifically to the statement of goals and values. They are known to staff and a quality improvement plan sets out RAG ratings and dates for progression against objectives.

M4 Communication channels are highly effective both within the ESOL area and between them and the wider organisation. Effective use is made of team meetings, email, newsletters and all-college meetings as well as digital communication channels.

M5 Feedback mechanisms are comprehensive: initial and end-of-course forms are completed by students, collated, analysed and fed back to staff and into the quality improvement plan. Students also provide feedback through the tutorial system and via student representatives. There was clear evidence that feedback had been used to improve services.

M7 Review systems are detailed and comprehensive. Self-Assessment Reviews (SARs) are completed every new academic year reflecting on the previous year. Evidence is provided through staff and student feedback, lesson observations and learner progression and achievement data. Areas for improvement are recorded on Quality Improvement Plans (QIPs). Progress is monitored, reported back to the teaching team, senior management and to individuals via the performance review system.

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

Comments

M11 Induction processes are very thorough. All staff have a college induction that includes mandatory training. This is followed by a 3-day academic induction for all teaching staff. An induction check-list is completed by line-managers as is probation documentation including a new starter training plan that is reviewed at a 4-week, 12-week and 24 -week meeting.

M12 All staff have a line-manager who conducts their appraisal. Appraisals take place twice a year and objectives are set in line with departmental plans. Exceptional performance is acknowledged by certificates and vouchers that are presented at an awards ceremony.

M13 Staff have a wide range of professional development opportunities that are both college-wide and subject/job specific. Staff reported that they were well supported and that there were good opportunities for individual development as well as generic training. CPD was highlighted as a key priority in the college's quality improvement plan.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 The college has an administrator specifically for ESOL who supports students with queries and enrolment and who inspectors saw was providing excellent customer care. Students are asked to provide feedback on customer care.

M15 Students are given very clear information on the course choices available to them. The subject-specific administrator has an excellent knowledge of courses and the funding available to students and has also had training on dealing with students with low levels of English.

M18 Attendance monitoring is a top priority in the college plan and there is a detailed attendance policy that is known to staff and students. Follow-up was evidenced by inspectors.

Publicity	Met
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	N/a
M27 Descriptions of staff qualifications are accurate.	N/a
M28 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The main medium of publicity is the college website. The website contains course brochures. Social media also plays a significant role in publicising the college and its courses.

M21 The website provides a very clear and realistic description of the college, its facilities and the courses it offers. Translation of key information is also provided in a number of languages.

M24 Costs do not appear on the website. Funding advice is provided at enrolment. Some students reported that they had been unclear about the cost of their course.

M25 The website does not provide specific information about pastoral care for under 18s.

M26 The college does not provide accommodation.

M27 The website does not contain information about teachers' qualifications and experience.

M28 The website does not currently display the accreditation marque.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

All criteria in this subsection are fully met.

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength

P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms have interactive whiteboards and staff reported that there is a responsive support team who help with any ICT issues. Each teacher is allocated their own laptop and given an ICT induction when they start working at the college. There is ongoing CPD in the use of new programmes and systems.

P10 Students have access to independent learning resources in the library and there is a digital hub for quiet working as well as spaces for discussion and collaborative learning. All students are able to borrow laptops that are located in safes throughout the college.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the college's context. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments

T7 There is both a college induction and a 3-day academic induction for all new teachers. Teachers are guided through a comprehensive induction check-list and a carefully structured probation period (see M11).

T8 Teachers are supported day-to-day by course leaders and the curriculum team lead. They reported that guidance and support mechanisms are very effective. There is also a college-wide team of teaching and learning advisors who can provide further support. All new teachers are provided with an advanced practitioner mentor for additional guidance and advice.

T9 Teachers reported that they are observed by the DELTA qualified curriculum team lead alongside the head of department once a year, and that developmental feedback is helpful and constructive. Managers also conduct learning walks throughout the year. They are unplanned and often focus on themes including assessment and learner development. New teachers are observed twice within the first 26 weeks of employment to allow areas for training and development to be identified.

T10 There is a good range of CPD opportunities for teachers and feedback from the observations and learning walks inform the programme sessions. Recent examples from the ESOL team was a session on trauma-informed

teaching which staff found very useful, ongoing marking and standardisation training and attendance at subject-specific events to enable them to network with the wider ESOL community and share good practice.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 There is a very clear rationale for course design in that all courses prepare students for living and working in the UK. For the 16-19 students the focus is on developing a greater understanding of UK culture to support their integration into UK society.

T12 The college provides many opportunities for students to develop their language skills outside of the classroom. Guest speakers are invited into class to talk about aspects of British culture, there are opportunities for students to attend taster sessions in other subject areas and there is a wide range of enrichment activities to help the students establish connections with other students and with different local communities.

T14 Course outlines and intended learning outcomes are given to students but teachers do not always draw attention to them in class.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 All students set personal objectives and goals at the beginning of each course that are regularly reviewed as part of learner reflection sessions. There is a college learning support coordinator who follows relevant procedures to identify and provide bespoke support for learners.

T18 The college has a very active careers advice team. The ESOL administrator actively encourages students to make appointments with this service both for careers advice and for progression into mainstream education.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All parts of the programmes running during the inspection were seen.

Comments

Inspectors did not observe any evening classes (either on campus or online) or any maths and ICT classes that form part of the ESOL full-time programme.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength

T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 The vast majority of teachers provided clear explanations of new language items and provided useful extension work to ensure understanding. Emergent language was encouraged in all segments and opportunities were provided to consider similarities and differences between English and students' own language.

T20 Student profiles were detailed and provided useful information about student needs that led to differentiated tasks in some segments. In some other segments the subject matter was driven very much by the course book rather than the needs or interest of the students.

T21 In most lessons learning outcomes referred to what students would be able to do by the end of the session. However, in a few sessions outcomes were expressed as a series of activities or language items that did not identify student learning goals. On the whole, sequencing was appropriate and there was a clear link between activities and learning outcomes.

T22 A wide range of appropriate teaching techniques was observed across all segments. Activities were set up skilfully, there was good use of concept-checking questions, instructions were clear and there was effective use of brainstorming and elicitation.

T23 In most sessions teachers used the interactive whiteboards and other software to enhance learning and managed the classroom environment well to promote active learning. In a few segments, little was done to move students into more productive groupings and there was an over-usage of paper-based resources.

T24 In most sessions teachers provided helpful feedback on student performance, both spontaneously and delayed after group and pairwork. Some opportunities were missed to provide useful correction of pronunciation.

T25 On the whole, teachers provided opportunities for students to demonstrate what they had learned and good reference was made to previous lessons. In some lesson plans explicit review activities were included but in other sessions it was not always clear how learning would be evaluated.

T26 All teachers provided a supportive and inclusive environment for their students. Teachers had clearly built a good rapport with their students and knew them well. Students were encouraged, challenged and praised and teachers were sensitive to their students' cultures and differing experiences. Student contributions were positively received and valued, resulting in them being engaged in meaningful learning.

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W5 Students receive advice on relevant aspects of travel to and life in the UK.	N/a
W6 Students have access to adequate health care provision.	Met

Comments

W1 The college's emergency plan and procedures are comprehensive and regularly reviewed. The college has worked with external bodies to provide training and tabletop simulations of possible scenarios. Staff are aware of the relevant parts of the policy and their role in the event of a critical incident. Communication with staff and students in the event of an emergency is possible through an online messaging service.

W2 There is a strong pastoral care ethos in the college, and this is evident in the ELS. Students are clear about the people to speak to if they need support, and there are very good mechanisms in place to ensure timely and appropriate support through personal education plans. ESOL staff work closely with colleagues in other support services and with community support services to deliver an excellent service.

W3 The college has very good policies relating to diversity and inclusion, and these are evident in the activities of the provider. Tolerance and respect feature prominently, and these are also evident in the content of the ESOL curriculum.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 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
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

No accommodation is offered.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

N/a

Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	N/a
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 Enrichment activities are open to ESOL students, and there has been very good uptake recently in both sport and other enrichment activities. The views and preferences of ESOL students are specifically sought through a questionnaire aimed at them. ESOL students have been encouraged to join community sports clubs where appropriate.

W23 Staff leading sporting activities are qualified coaches, and student union representatives who lead some enrichment activities are offered appropriate training by the college.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The provider delivers a specific ESOL programme to some unaccompanied asylum seekers under the age of 18. These young people are accommodated in foster families and in residential hostel accommodation by the local authorities' statutory support services. At the time of the inspection there were eight full-time and ten part-time students under the age of 18 attending this provision in the college, and this is typical of the proportion of under 18s enrolled through the academic year.

S1 The college has a comprehensive institution-wide safeguarding policy. The policy is reviewed annually by the college safeguarding team with reference to statutory guidance and records of safeguarding incidents and is subject to an external review process.

S2 Staff receive excellent and frequent training in safeguarding. Staff are aware of their responsibilities in managing any students under the age of 18.

S5 The college has very good systems for keeping young people safe while in college. A text message is sent to the person with parental responsibility for the student within 15 minutes of an unexpected absence, supplemented by excellent individualised follow-up procedures.

S6 The culture and practices for keeping students under the age of 18 safe are well-embedded. Students are supported by a multi-agency individualised personal education plan initiated by the college. This includes a review of the safety of each individual student outside of their scheduled programme.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1997
Last full inspection	February 2022
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	OFSTED

State sector

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

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	8	8
Full-time ELT (15+ hours per week) aged 16–17 years	8	8
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	213	213
Part-time ELT aged 16–17 years	10	10
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	239	239
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	19–74	19–74
Adult programmes: typical length of stay	3 Months	3 Months
Adult programmes: predominant nationalities	Ukrainian	Ukrainian

Staff profile

	At inspection	In peak week: September
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	32	

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 TEFLQ-qualified Academic Manager is largely released from teaching duties to focus on managing the curriculum area, with the exception of delivering ELS initial assessments one morning per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	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 (online students)	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	N/a
Overall total adults + under 18s	N/a	

Items requiring early action

None.