

Organisation name	Belfast Metropolitan College
Inspection date	2–4 October 2018

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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Belfast Metropolitan College in October 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this college of further education offers courses in general English for adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Belfast Metropolitan College (commonly known as Belfast Met) is the largest of six further education colleges in Northern Ireland. It offers a broad programme of vocational and non-vocational courses at further education level and a portfolio of higher education level courses in association with a number of universities. In 2018 its student body numbered 16,466 across four main campuses in the city.

Since the last inspection the ESOL provision in the college has been divided into two distinct curriculum areas: International ESOL and ESOL Skills for Life, with International ESOL being put forward for accreditation. International ESOL forms part of the Department of Academic and Continuing Education and tuition takes place exclusively in the college's newest campus in the recently developed Titanic Quarter of the city.

The inspection took place over two and a half days and two evenings with two inspectors. Meetings were held with the director of curriculum and learner success, the head of department of academic and continuing education, the curriculum area manager for ESOL and modern languages, the head of excellence, the organisational excellence manager, the head of learner success, the curriculum quality assurance and professional development manager, the HR services manager, the head of corporate communications, the deputy estate manager, the head of student services, the business support unit manager, the international ESOL co-ordinator, the British Council accreditation team leader, the library and information services manager, the head of IT, the senior school administrator, the business development project consultant (international office), the centre for learner services manager, the corporate compliance officer, the examinations manager, the virtual learning environment co-ordinator, the senior marketing officer and two student union officers. The principal and chief executive was present for the final feedback session.

The inspectors met two student focus groups (day and evening courses) and two teachers' groups. All teachers timetabled during the inspection were observed.

Address of main site/head office

7 Queens Road, Belfast BT3 9DT

Description of sites visited

The Titanic Quarter (TQ) building is located just outside the city centre in a major regeneration area and is seven years old. The building has been designed to be in keeping with its surroundings. The larger part of the building is made up of four storeys and a smaller part consists of six storeys. Teaching rooms and offices and workrooms for teaching staff are located throughout the building.

The International ESOL section is housed on the second floor of one section of the premises and has the use of a staff workroom and five classrooms for which, jointly with ESOL Skills for Life, it has priority booking. Other teaching accommodation is also available as required.

Other facilities on the campus include a library/learning resources centre (LRC), a cafeteria, computer suites, a gym, a beauty salon and a fine-dining restaurant. In the basement there is a paying public car park.

A frequent bus service links the Titanic Quarter with the city centre.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English courses are run at four levels, ranging from Common European Framework of Reference levels B1 to C2, each level leading to an externally validated skills examination. At the time of the inspection part-time

courses were being offered at all four levels; intensive courses were being run at two levels. Examination entry is a condition of course attendance, as course fees are subsidised and examination results contribute to course evaluation and funding decisions.

A small proportion of students are aged 16 or 17. At the time of the inspection, the total was two (one part-time and one intensive).

Accommodation profile

The college does not organise accommodation but recommends university halls of residence to those students who request advice. It is made clear that all arrangements are made directly between the student and the hall of residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Management is of a high standard. The college has clear values with strategic planning in place and has effective student administration procedures. Staff management is generally good. Publicity is of a good standard; it is accurate and informative. Quality assurance procedures are very well developed. *Strategic and quality management, Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are of a very high standard and offer a wide range of facilities for students and staff. Learning resources are of an equally high standard and facilitate effective teaching and learning. *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. The academic staff has a strong professional profile in terms of qualifications and experience. Academic management is very efficient and meets the needs of staff and students. Courses are carefully designed and structured; they are effectively run to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. The needs of the students for security and pastoral care are well met. The students benefit from well-managed student services, and the provision of out-of-class activities is appropriate. Accommodation is not provided. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for students under 18 within the college. However, there are currently no parental consent forms outlining the level of care, and suitability checks are not renewed every three years.

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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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	
<p>M1 The college has a clearly stated vision and mission statement, which is published on its website. Evidence from staff surveys indicates that statements of values are understood by staff and are integral to the working of the organisation. The ESOL section is fully integrated into the delivery of the college mission and values.</p> <p>M2 There are stated overarching strategic aims and a detailed strategic plan which are accessible in the public domain. Surveys show that a large majority of staff are aware of the corporate plan and college priorities. Progress is reviewed regularly.</p> <p>M5 A range of effective methods is in place to obtain initial and end-of-course feedback, which is analysed and results collated. Action plans are produced on the basis of feedback obtained. The student union is an additional source of student feedback through its international student officer.</p> <p>M7 The college has a comprehensive and detailed quality assurance (QA) and quality improvement cycle which encompasses all levels of participation from learner voice surveys and feedback by student representatives through to staff feedback, all of which is then communicated to the college's senior leadership team and ultimately the governing body. Each department and curriculum area, including ESOL, undertakes an annual self-evaluation exercise, which feeds in to the QA cycle.</p>	
Staff management and development	
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 regularly reviews these.	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, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
<p>M11 The college uses an 'induction toolkit' which includes a statement of policy and procedures and provides useful advice to staff carrying out and receiving induction. A comprehensive checklist is included. Full-time staff receive two and a half days' induction which is both general and subject specific. Part-time staff are given a shorter induction which covers essential points. Mentoring is part of the scheme.</p> <p>M12 There is an effective appraisal scheme for all staff which operates on a cyclical basis and is fully documented. Targets are set and checked and outcomes are linked to professional development needs. Procedures are clearly set out in writing.</p>	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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.	Strength

Comments

M15 Most students enrol in person and are given individual and personal attention in a face-to-face situation. Students applying from elsewhere are provided with advice by the international office, usually by email or telephone. Ongoing support is given through individual tutorials.

M19 An attendance and punctuality policy is set out in the student handbook and in a published booklet. It is also set out on the college website. The requirements are clearly set out and follow-up procedures are implemented when necessary. Special arrangements apply to the follow up of under 18s.

M21 The complaints policy and procedure are clearly set out in the student handbook, on the website and in a printed booklet. Complaint forms are available and lead to timed and staged response. There is evidence of complaints being treated according to the stated procedure.

Publicity

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.

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

M25 Publicity includes clear, accurate and easy-to-find information on costs.

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.

M27 Publicity gives an accurate description of any accommodation offered.

M28 Descriptions of staff qualifications are accurate.

M29 Claims to accreditation are in line with Scheme requirements.

Comments

Publicity material consists essentially of the college website and a 40-page brochure, which is available on the website or in hard copy. There is some use of social media.

M22 A full and comprehensive description of the premises and of the many resources available is found on the website. The information presented is accurate and accessible, providing a fair picture of what students can expect.

M24 Information on course content is clearly presented and sufficiently detailed to allow students to make informed choices. Aims, levels and progression are clearly set out. Examination requirements are stated clearly with detailed level and skill descriptors.

M26 A section of the publicity material gives a clear explanation of the level of care available to 16 and 17 year-olds and makes it clear that classes are adult courses and supervision is not provided outside class time.

Premises and resources**Premises and facilities**

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.

P2 Classrooms and other learning areas provide a suitable study environment.

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.

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.

Comments

P1 The premises are very well maintained and in a good state of decoration. Students have pleasant spaces for recreation, which are well used. Cleanliness is of a high standard. Lifts are provided at several locations. There is a large well-kept open-air courtyard available to staff and students.

P2 Most classrooms are large and appropriately furnished but two rooms allocated to ESOL are computer rooms with fixed tables in rows and upright computer screens partly impeding view.

P3 The environment is welcoming and provides students with a student union lounge with recreational facilities.

Free Wi-Fi is available throughout and gives good speeds. The large cafeteria provides additional communal space.

P4 The cafeteria provides a good range of hot and cold food and drinks and is open throughout the day and early

evening. Prices are moderate and it is well patronised. Free water is always available.
 P5 Signage is good and comprehensive. Floor plans are located at every stairwell and each floor is colour coded on the plan and in its actual colour scheme. Noticeboards are informative and up to date.

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.	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 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 There is a well-developed virtual learning environment (VLE) which is widely used. All classrooms are equipped with interactive whiteboards which are in regular use. A very large number of computers are available throughout the premises, in classrooms, computer suites and the LRC. Technical support is available from the college's own resources. Wi-Fi is readily available to all students and staff.

P10 The LRC has a good level of provision for independent learning with access to over 100 computers and photocopying facilities. It houses ESOL practice materials, examination preparation books, reference books and graded readers. Opening hours are 08.30–20.00 weekdays, with earlier closing on Fridays at 16.00.

P11 All students receive an initial induction including help with computer logon and access to the college's VLE. A further, in-depth induction takes place early on in a student's course. Printed information sheets are also provided.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 A very high proportion of staff are TEFLQ and some have relevant higher degrees.

T3 The teaching team has a substantial amount of experience relevant to the types of course being offered and to the needs of students. Teachers are knowledgeable and are equipped with the necessary professional skills to ensure delivery of effective programmes.

T4 All members of the academic management team are TEFLQ and have substantial relevant experience. They are well equipped to provide effective academic leadership.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T5 Deployment of teachers is the clear responsibility of the lead academic manager (the curriculum area manager), who takes account of student feedback and suitable pairing with colleagues on shared courses, as well as qualifications and experience.	
T7 Detailed procedures for providing cover are in place and are set out in writing. Back-up cover arrangements are made where the first line cover provision is unavailable.	
T9 In-house workshops and informal 'swap shops' are held periodically throughout the year. Staff take part in peer observations at least once per semester and reported positively on their value. Academic managers are readily available to provide advice and support. Online training modules are also available to staff.	

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.	Strength
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.	N/a
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.	Met

Comments	
T11 Under the guidance of academic managers, teachers take a degree of responsibility for the design and structure of their courses and are equipped to do so by qualification and experience. All class teachers produce detailed and comprehensive schemes of work which include specification of outcomes, details of content, staging and progression and indication of materials to be used.	

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.	Strength
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 testing is thorough and covers all language skills. It includes an individual oral test which also allows teachers to identify students' needs and expectations. Staff administering the tests are given written instructions.	
T18 Individual tutorials are held regularly and provide the opportunity for teachers and students to monitor progress and identify any areas needing attention. Tutorial records are kept. In addition students take frequent progress tests and the results of these, together with written homework, allow for further monitoring of progress.	
T19 Learning support is readily available within the department. In addition, specialised support services for students with learning difficulties are available through the Centre for Inclusive Learning. Change of class is possible where an appropriate alternative is available.	
T22 All students have access to the college's advice and guidance centre, which is externally accredited and has its own dedicated premises within the campus. Staff there are specialists in giving advice on educational opportunities in the UK.	

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All parts (day and evening)
Comments	
None.	

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

T23 Overall, teachers demonstrated a good knowledge of the structure of English and provided accurate models of spoken and written language, supported by appropriate context and explanation. Knowledge of the use of English was demonstrated by effective presentation of grammatical structures and lexical patterns. Clear explanations of new vocabulary were given.

T24 Lesson content was appropriate, with topics often based on the coursebook. Focused planning was based on the identification of clearly stated course and lesson objectives. Class profiles showed that teachers had a good knowledge of their students and some differentiation was seen.

T25 Teachers indicated clearly the content of the lesson, often by setting out learning activities and planned outcomes on the board. Lessons were well structured with clear progression and appropriate staging. In some lessons homework was set as an extension of classroom learning.

T26 A wide range of appropriate techniques was employed throughout. The teaching was meaningfully interactive with confident and effective use of elicitation, questioning and cueing. Checking of understanding, including concept checking, formed part of all lessons. All language skills were included, with attention given to relevant subskills.

T27 Teachers gave clear instructions and made effective use of equipment and technology in the classroom, including the use of interactive whiteboards. In most lessons observed the classroom layout was conducive to effective teaching and learning. However, in two classrooms visited the tables were set out in rows (in one case in fixed rows), which did not facilitate communicative interaction, although teachers were able to overcome the difficulty.

T28 A range of correction techniques was seen in use. Teachers monitored and supported students during pair- and small-group work. A standard correction code for written work was used consistently and peer correction was used in some lessons.

T29 Evaluation of learning was achieved through concept checking, monitoring student performance in task-based activities, marking written work and regular progress testing.

T30 In all lesson segments observed students were fully engaged and participating well. There was a purposeful, positive atmosphere and good pace; students were working well together in collaborative activities. Teachers used nomination effectively to ensure participation by all class members. A good range of interactions was achieved in class, actively involving all students.

Classroom observation summary

The teaching observed ranged from very good to satisfactory, with most teaching being good.

Overall, teachers demonstrated a good knowledge of the structure of English and provided accurate models of spoken and written language. Focused planning was based on the identification of clearly stated course and lesson objectives. Lessons were well structured with clear progression and appropriate staging. A wide range of appropriate techniques was employed and the teaching was interactive, with effective use of elicitation, questioning

and cueing. Teachers gave clear instructions and used equipment and technology to good effect. Evaluation of learning was achieved through a number of relevant techniques. There was a purposeful, positive atmosphere; students were fully engaged and participating well.

The teaching observed met the requirements of the Scheme.

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.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 There are very good measures in place to ensure the safety and security of students on the premises. These include swipe card entry for staff and students, CCTV, appropriate fire measures and training for staff in health and safety. All the necessary risk assessments are in place.</p> <p>W3 Very good student support services are available to full-time and part-time students and these are well publicised around the college. All staff are fully aware of student potential needs.</p> <p>W4 Policies and procedures to promote tolerance and respect are very robust and are a feature of the organisation's ethos.</p> <p>W7 The advice provided for students on relevant aspects of life in the UK is comprehensive, attractively presented and available in digital and print format.</p>	
Accommodation (W9–W22 as applicable)	Met
<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	
None.	
<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	N/a

language, unless the students, their agents, parents or legal guardians specifically request this in writing.	
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

None.

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.	Met

Comments

All the applicable criteria in this area are fully met.

Leisure opportunities

	Met
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 There are good facilities for making students aware of local events and activities, through displays and the use of the college's online platforms and social media. The student union provides opportunities for interaction with students from other courses.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	N/a
S7 There are suitable arrangements for the accommodation of students.	N/a
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

At the time of the inspection there were two under 18s, one intensive and one part-time, out of a total student number of 120. Of the 205 students in the academic year 2017/2018 one was under 18 for the first month of the year. Students live with their parents and are already settled in the community. It is clear at the time of booking that students are enrolled as adults and are not supervised outside class time.

S1 There is a comprehensive safeguarding policy supported by relevant practical documents including a flow chart of the procedure for reporting allegations and staff and student codes of conduct.

S3 There are parental consent forms for educational trips. The curriculum area manager meets the parents of under 18s at assessment days and discusses the level of support available. However, there is no general consent form confirming to parents the level of care provided to students under 18 and no medical consent.

S4 Although the college was audited by AccessNI in June 2018 and was found to be compliant, and all the staff have suitability checks in place, at the time of the inspection these were not being renewed every three years. However, following the inspection, a new system of renewing checks for teaching staff has been introduced and this is no longer a point to be addressed.

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	March 2010
Last full inspection	March 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	ESOL Skills for Life (English for students based long-term in the local community) Initial ELT teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	College of Further & Higher Education
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: November
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		(organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	20	40–45
Full-time ELT (15+ hours per week) aged 16–17 years	1	2–5
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	98	100–110
Part-time ELT aged 16–17 years	1	2–5
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	120	157
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	16	16
Adult programmes: typical age range	18–60	18–60
Adult programmes: typical length of stay	6–12 months	6–12 months
Adult programmes: predominant nationalities	Spanish, Polish, Hungarian, Iranian, Portuguese	Spanish, Polish, Hungarian, Iranian, Portuguese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	25	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	

Two managers were teaching for 17.5 hours and 9 hours per week respectively at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

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	38	2
Staying in privately rented rooms/flats	80	N/a
Overall totals adults/under 18s	118	2
Overall total adults + under 18s	120	