British Council

Inspection report

Organisation name	Bracknell and Wokingham College (part of Activate Learning), Bracknell
Inspection date	11–12 February 2020

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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 and S4 have been addressed.

Summary statement
The British Council inspected and accredited Bracknell and Wokingham College (part of Activate Learning), Bracknell in February 2020. 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+). Strengths were noted in the area of premises and facilities. The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Bracknell and Wokingham College (BWC) forms part of an educational group, Activate Learning (AL), which was launched in 2013. In the UK, AL operates across FE, HE, and schools; it is also established in four FE colleges in Saudi Arabia. It has six accredited centres in the UK: City of Oxford, Guildford, and Reading Colleges are accredited in their own right; Banbury and Bicester are accredited as part of City of Oxford. BWC, which joined the AL group in January 2019, was accredited by extension from Reading following a spot check in June 2019.

The UK FE colleges in the group share common management, administrative, marketing, and academic systems. The AL executive team consists of the chief executive officer (CEO), and seven executive directors, four of whom have responsibilities for faculties. EFL and ESOL are located in the faculty of Lifeskills. The executive team often have responsibilities within different colleges as the overall management structure is AL-specific, rather than college-specific.

Although the college offers preparation courses leading to external EFL examinations, these courses have not run recently and any EFL students have joined ESOL classes. The faculty manager for ESOL has been employed at BWC for ten years, as a manager for the last four. Since the merger with AL, her responsibilities, which previously also included foundation ESOL, have been extended to cover all foundation learning.

All students are local, so the college does not offer accommodation.

The inspection was carried out by two inspectors and lasted two days and one evening. The inspectors held meetings with the AL director who has responsibility for English language teaching across the group, the delivery director responsible for ESOL in Berkshire, the BWC faculty manager for ESOL and foundation learning, the director of the Applied Learning Foundation, whose responsibilities include continuing professional development (CPD) across the group, the group head of quality assurance, the group director for human resources and the head of human resources development: people and change, the group head of student support, the student support delivery director, the BWC safeguarding and welfare officer, the group head of advice and admissions, the head of marketing services, the group head: facilities management operations and the advice and admissions manager for Berkshire (previously team leader: property and environment, Bracknell). Focus group meetings were held with teachers and groups of daytime and evening students. All five teachers timetabled to teach during the days of the inspection were observed.

Address of main site/head office

Activate Learning, Bracknell and Wokingham Campus, Church Road, Bracknell, Berkshire RG12 1DT

Description of sites visited

Bracknell and Wokingham College (BWC), purpose-built and opened in 2009, is situated centrally in Bracknell, within easy reach of the railway station. Student support services, a café, and a small shop are all located on the ground floor. The other five storeys are designed around an atrium. The teachers' room, which ESOL teachers share with other staff, is on the same floor as two of the dedicated classrooms. Other facilities include a sports hall, a learning resource centre, and staff offices.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☒	☒	☐	☐
Other	☐	☐	☐	☐

Comments

BWC offers part-time day and evening ESOL courses for adults and young people (16+), based on two classes

of two hours per week for ten weeks. At the time of the inspection, ESOL classes were running at Entry 1, 2 and 3, and Levels 1 and 2, with all courses leading to an ESOL qualification. EFL courses leading to external examinations were on offer, but no EFL was being delivered.

Management profile

Day-to-day management of ESOL is the responsibility of the faculty manager for ESOL and Foundation, who is line managed by Activate Learning's delivery director for Berkshire.

The AL Lifeskills executive director line-manages the director of stakeholders and employability, who has an EFL background and has oversight of English language teaching across the group. However, day-to-day functions at college level are managed by faculty managers under the general direction of one of three AL delivery directors with responsibility at county level (Oxfordshire, Surrey and Berkshire).

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management
The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very carefully designed environment for work and relaxation which is well maintained and well equipped. 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. *Premises and facilities* is an area of strength.

Teaching and learning
The provision meets the section standard. The academic staff team has a professional profile appropriate to the context, and there are systems in place to ensure that teachers support students effectively in their learning, but more rigorous review of course design is needed. The teaching observed met the requirements of the Scheme.

Welfare and student services
The provision meets the section standard. The needs of the students for security are generally met. However, some safety measures are not in place for the evening courses. There are appropriate leisure opportunities and students benefit from well-managed student services. Pastoral care, information, advice and support is provided to a high standard.

Safeguarding under 18s
The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 when they are on the college campus and during scheduled activities. However, the Scheme requirement for suitability checks to be renewed every three years is not met.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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.	Not met
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.	Not 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 The mission and purpose of AL are very clearly stated on the college website and in the strategic plan. The CEO also gives a termly talk on each site for all staff.

M2 Plans are broadly based, and more detail is needed specifically related to English language provision.

M4 There are appropriate systems for communication, including regular meetings, within the college and across the group. However, minutes of ESOL team meetings need to be fuller in order to serve as an adequate record of what was discussed and any decisions concerning action to be taken or actually taken.

M5 Following AL group systems, initial feedback is collected only once each academic year, in week seven of the first ten-week term, using group-wide questions which take no account of the linguistic proficiency of ESOL students. Although data is collated, no action on negative responses is recorded. A second survey is conducted later in the year, but end-of-course feedback is not elicited.

M7 Rigorous internal processes, led by the Activate delivery director and drawing on data and feedback supplied by all members of the faculty, feed into the annual self assessment review (SAR). This, in turn, informs a detailed improvement plan.

Staff management and development	Met
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.	Met
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.	Met

Comments

All criteria in this area are fully met.

Student administration	Met
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.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Not 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.	Met
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

M16 Arrangements take sensitive account of the circumstances of ESOL students. Special dispensations are in

place as far as fee payments for ESOL students are concerned, and decisions relating to refunds are at the discretion of the faculty.

M18 Contact details for emergency contacts contain no information on whether they speak English.

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.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity for the AL group is the website. Social media is also used to draw attention to the provision.

M25 More clarity is needed concerning costs. Descriptions of both ESOL and EFL courses contain the sentence 'There may be additional fees for this course, such as school trips, textbooks and exams'. This is confusing, since for ESOL courses, exam fees are included, and for EFL courses a textbook is included and exam fees are specified in the dates, times and fees page. No indication of the cost of trips is given.

M27 No accommodation is offered.

M28 There are no descriptions of staff qualifications.

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.	Strength
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 college is a contemporary purpose-designed building. It is clean, very well maintained, and in excellent decorative order.

P2 The two dedicated rooms are well furnished and equipped, with attractive wall displays of students' work. Other classrooms are also of a high standard.

P3 The building has been well designed to provide a variety of comfortable and colourful areas for relaxation and the consumption of food.

P5 There are ample, well-positioned and well-maintained display spaces. Signage is clear.

Learning resources	Met
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.	Not met

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.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

P9 No technical support is available for teachers working in the evening.
P10 The learning resources centre, which is staffed, has good provision for self access, including a large and well-organised collection of readers with accompanying CDs for ESOL learners.
P12 There is no policy for the review of teaching and learning resources and no evidence that classroom resources are regularly reviewed.

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.	Met

Comments

All criteria in this area are fully met.

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.	Not 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.	Met

Comments

T8 No evidence was seen of a policy or established strategies for coping with continuous enrolment.

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.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not 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 The course design is not based on explicitly stated principles.
T12 Although there is an annual course review meeting which considers the entire provision, and a report is produced, there was no evidence that the review process in recent years has been rigorous in its consideration of course design or materials in the light of changing student demographics. See also T11 above.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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.	Met
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

T22 Students have very good access to information and advice on progression paths from tutors and student services or from representatives of the national careers service.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Daytime and evening classes at various levels

Comments

One teacher was not teaching on the days of the inspection.

Teaching: classroom observation	Met
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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

T23 Teachers provided appropriate models of the language and in general showed a sound knowledge of linguistic systems. However, insufficient support was provided in relation to syllable stress in new vocabulary, and grammatical explanations were not always clear.
T24 Lesson content was broadly appropriate to course objectives; however, there was little evidence that student profiling had informed decisions concerning the content of the lessons observed.
T25 Teachers made known to students what would be covered in their lessons, but referred typically to learning activities rather than learning outcomes. In some lessons, the sequence of activities was disjointed.

T26 In the best lessons, teaching techniques were relevant and effective. In other lessons, techniques used were generally appropriate, but there was insufficient controlled practice of new vocabulary and very little checking of concepts or instructions.

T27 Teachers made very effective use of interactive whiteboards and mini-whiteboards. Pairwork and, on occasion, regrouping were used purposefully.

T28 Feedback was variable across lessons. In the best lessons, it was included in lesson plans, and was handled well. In general, however, there was too little feedback on students' pronunciation.

T29 Across lessons, evidence of different kinds was seen of planned evaluation of learning. For example, some teachers reviewed homework and vocabulary from previous lessons. In most lessons, however, evaluation typically took the form of checking answers to exercises and monitoring pairwork rather than determining whether overall learning outcomes had been met.

T30 Teachers created a very positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose, encouraging students and personalising content when appropriate. Students were attentive and engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory. Teachers provided appropriate models, demonstrated knowledge of language systems, and provided a preview of activities for their students. Lesson content, though in line with course objectives, was not always directly linked to learners' needs. Classroom resources were exploited very effectively, and teaching techniques generally were broadly appropriate. Teachers' planning had in most cases taken account of the need to provide for feedback and evaluation of learning, although more attention is needed to feedback on pronunciation. The atmosphere in all classes was positive and students were fully engaged.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not 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.	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.	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.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 This criterion is met overall. Measures to ensure the safety and security of students within the college premises are generally good. However, fire evacuation practice drills are not held during the evenings when ESOL classes are held. Suitably experienced managers are designated by rota as 'duty manager' during the day. However, this role does not extend into the evening.

W3 The pastoral care provided for all students is of a high standard. Advice and counselling services are offered by suitably qualified members of staff; there is a chaplaincy and a multi-faith room.

W4 The college has well-considered policies for dealing with inappropriate behaviour, including an e-safety policy. There are effective ways of making these policies known to students: for example, by means of a 'Feel Safe' booklet and engaging posters. Training in this area is mandatory for new staff and regularly updated for all staff.

W5 All students are already settled in the local community with a local support network.

W7 The provision is very good. Students are given information in a timely manner – at induction, via handbooks and from their class teachers. Students in the focus group reported that staff were proactive in providing information and support.

W8 Excellent arrangements are in place to ensure students have access to the physical and mental health care services available within the college, and to first aid if required. Students are assisted with accessing medical and dental services in the local area.

Accommodation (W9–W22 as applicable)	N/a
All accommodation	
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	
Accommodation is not arranged by the college.	

Accommodation: homestay only	
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	
Accommodation is not arranged by the college.	

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
The applicable criterion in this area is 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.	Met
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	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and	Met

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.	
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.	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

Courses for adults are advertised for students aged 16+ and it was reported that occasionally students aged 16 and 17 are enrolled. At the time of the inspection, there were no students aged under 18 attending the part-time ESOL courses, and there had been none during the most recent academic year. All students aged under 18 live with their parents or legal guardians.

S2 The provision for staff guidance and training is very good. All staff receive initial and regularly updated safeguarding training at the level relevant to their role. Members of the group safeguarding team liaise well with appropriate local authorities and services.

S3 Overall, this criterion is met. However, it is not made explicit to parents enrolling their children under the age of 18 that they will be in classes with students aged over 18.

S4 College policy is that suitability checks are renewed every five years. However, the Scheme requirement is for suitability checks to be renewed every three years for members of staff who do not subscribe to the update service. This criterion is therefore not fully met.

S6 The students are the responsibility of their parents/guardians outside the scheduled programme.

S7 Accommodation is not arranged for students by the college.

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	Spot check carried out June 2019; this led to accreditation by extension from Reading.
Last full inspection	N/a
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 by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Activate Learning Group (Reading, Guildford, Oxford and Banbury)
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	FE College Group
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	N/a

Student profile	At inspection	In peak week: November (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	147	163
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	**147**	**163**
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	16	16
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	10–32 weeks	10–32 weeks
Adult programmes: predominant nationalities	Romanian, Italian and Hungarian	Romanian, Italian and Hungarian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
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	1	
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	Numerous, in advice and admissions, reception, café, safeguarding, site, etc	

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 faculty manager teaches approximately eight hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
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
Arranged by provider/agency		
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
Arranged by student/family/guardian		
Staying with own family	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	