Inspection report

Organisation name	Brooklands College, Weybridge
Inspection date	15–16 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☒	☐	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in M24, M29 and T8 have been addressed.

Summary statement

The British Council inspected and accredited Brooklands College, Weybridge in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this college of further education offers courses in general English for adults (18+).

Strengths were noted in the areas of student administration, quality assurance, academic staff profile, teaching and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	ESOL teaching
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further and Higher Education College
Other accreditation	N/a

Premises profile

Address of main site	Heath Road, Weybridge, Surrey KT13 8TT
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Brooklands College, Stanwell Road, Ashford, Middlesex TW15 3DU ESOL is delivered on this campus, but currently no EFL, and there are no plans so to do.
Profile of sites visited	The Weybridge campus of the college is situated about a mile from the town centre, and very close to the station. The college buildings are based around a nineteenth century house, and set in part of its original grounds. There are a number of newer buildings, which include a reception area and learning resource centre (LRC), including IT suite, library and student hub. Food is served in a modern refectory, and the college also provides, among other facilities, a catering restaurant and bakery, and a fitness suite.

Student profile

Student profile	At inspection	In peak week: March (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	1.9	1.9
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	16	16
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	16	16
Minimum age	18	18
Typical age range	18–35	18–35
Typical length of stay	1 Year	1 year
Predominant nationalities	Spanish, German	Spanish, German
Number on PBS Tier 4 General student visas	0	0

Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	2

These figures include the academic manager.

Comments
This figure includes the team leader EFL, ESOL and Headstart, but not the head of faculty. She is also TEFLQ, and is contracted to teach a few hours per week, although she was not timetabled at the time of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	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
The college offers part-time courses, day time and evening, leading to external general English examinations. In the autumn term 12-week, 18-week, and 10-week courses were offered. At the time of the inspection a 12-week (36 hour) course and a 15-week (45 hour) course, one morning a week, were in progress.

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	N/a	N/a
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	

Introduction

The college is a general further and higher education college catering for around 6,500 full- and part-time students. It operates on two sites in Surrey and Middlesex, Weybridge and Ashford, with campuses located near the respective town centres. ESOL is offered on both campuses, but these courses were judged to lie outside the scope of this inspection. EFL is delivered only at Weybridge.

Since the last inspection a new senior leadership team has been appointed. The college is now structured into four faculties, and EFL is located within the learning and development faculty, alongside ESOL, literacy and numeracy, and Headstart, a full-time course designed for ESOL students preparing for full-time study. The head of faculty had been in post for only five weeks at the time of the inspection, but the team leader for ESOL/EFL/Headstart had been at the college in a variety of related posts for 18 years.

The EFL provision is focused on demand from within the local community, an area where most employment is in the service sector, and where levels of employment are above the national average. This demand comes primarily from au pairs and people living in the area with their families, and provision which suits their needs has proved to be part-time courses leading to international EFL qualifications. Since all EFL students are resident in the area, the college offers no accommodation. There is no summer school provision.

The inspection took place over two days, and meetings were held with the deputy principal curriculum and quality, the head of the learning and development faculty, the team leader EFL, ESOL and Headstart, the EFL lecturer, the head of student experience and quality, the library co-ordinator, the admissions manager, the head of human resources (HR), and the health and safety officer. Both staff members teaching the courses were interviewed, and observed teaching, once by each inspector. A meeting was held with a group of students from both courses.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒
Comments	
M1 The items sampled were satisfactory.	

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The college has a clear organogram which is documented in materials for staff, including the induction procedures. Staff are clear about deputising roles. The course handbook for students names the head of faculty, the two EFL teaching staff, and the faculty administrator, and gives details of how to contact them.

M4 Lines of communication are clear from the organogram. Communication is often informal, which is appropriate for the size of the team, but there are sufficient formal, minuted meetings to ensure upward and downward communication is effective. The principal produces a weekly newsletter which keeps staff in touch with events.

M5 HR policies embrace recruitment best practice, such as safer recruitment. Policies are reviewed on a three-yearly cycle, and staff views are regularly sought through surveys.

M6 HR files were in impeccable order, containing contracts, copies of qualifications, references, DBS checks, right-to-work and appraisal documentation.

M7 Induction procedures are thorough and comprehensive. Induction includes health and safety and Prevent training, orientation to the college, and introductions to key personnel and resources, supported by a useful checklist. Staff interviewed felt well prepared for their roles.

M8 There is annual appraisal of all staff, with classroom observations for academic staff feeding in as evidence. The capability procedure is clearly set out for staff, and operates within a supportive framework.

M9 Continuing professional development (CPD) policies have recently been updated to extend the concept of CPD to include, for example, work-shadowing and webinars. Appraisals identify development needs, as do staff surveys, as exemplified by one of the forthcoming training days which is to focus on mental health, a theme which emerged from a staff survey

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Potential students are given a number of possible days to sit assessments or re-enrol, so the volume of work is spread, meaning that admissions staff, both administrative and academic, have time to spend with individuals. The computer resources available during enrolment are sufficient to meet the needs and expectations of staff and students.

M11 Advice is given by the EFL team at assessment, and both tutorials and the use of an individual learning plan (ILP) support the student during their course. A careers advisor is brought in to talk to students about progression towards the end of the course.

M13 The central management information system is comprehensive in the information it records about students, and this is replicated by the EFL team leader. The system is available online to relevant personnel.

M14 Students are expected to attend all classes. EFL has a high attendance rate, at 89 per cent for this year. A weekly absence report is produced which teaching staff follow up and a traffic light system is in place to warn students if their attendance falls below expectations.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M17 There is substantial evidence of both the college's and the curriculum area's commitment to continuing improvement. The three-year policy review cycle implemented by the HR department has already been mentioned, while an example within EFL is its employment of the college's quality cycle, with a curriculum review meeting held at the end of a course which informs a quality improvement plan for that course. Currently it is clear that considerable work had gone into identifying the effect of a change of syllabus on the EFL outcomes.
M18 The college runs both an induction and a pre-exit survey whose results, including students' additional comments, show a high degree of satisfaction with the provision. The evidence provided by the surveys is considered at the curriculum review meeting, and action is recorded.
M19 A formal survey was undertaken at the autumn training day, which has led, among other outcomes, to the formation of a staff social group.
M20 The complaints policy is available in the student handbook.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☐	☐	☐	☒
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

The publicity consists of the college website and prospectus, and social media sites.
M21 In general the language is accurate and accessible. However, there are a few typos which reduce accuracy and the information on enrolment and fee remission (and the application and enrolment forms) are designed for a native-speaking audience and are not readily accessible to EFL students.
M22 The text and the photos generate an accurate picture of the college's provision and facilities.
M23 Levels are clear and course descriptions adequate, if a little sparse.
M24 The number of taught hours per week is not explicit, as the published class times include breaks. Similarly, the minimum enrolment age of 18 is implied but not explicit. Maximum class size is given for one course but not for the other.
M25 This area is generally met, but no mention is made of the course materials and their cost.
M29 The British Council logo, as opposed to the Accreditation Scheme marque, is widely used in the publicity and documentation.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is effective; student administration is well organised, personalised and responsive to student needs. Quality assurance is sound and well embedded in EFL practice. There are weaknesses in publicity, particularly the incorrect use of the British Council logo. *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☐	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R1 The timetabled classrooms are spacious, and the campus and facilities, such as the refectory and learning resource centre (LRC), and the grounds, are generous in size.
R2 The standards of repair and decoration are mixed, reflecting the comparative ages of the various buildings. Classrooms and corridors in Mansion House and Locke-King are rather shabby and in need of re-decoration, while the Applied Sciences and Forensics building is in reasonable decorative order, although the disabled lift was being used to store a vacuum cleaner. Reception and the LRC, which were opened last year, are light, airy and well decorated, and well designed for their purpose. The refectory is modern, spacious and suitably furnished.
R4 The refectory sells a good range of meals and snacks at reasonable prices, and there is also a shop which sells snacks and stationery.
R5 Although signage is adequate, it does not always provide enough guidance for a stranger to the site. However, the campus map is helpful. Display facilities are satisfactory.
R6 The staff workroom is well proportioned and well equipped, with staff members having their own dedicated desk and a computer with internet access, and ample relaxation facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 Courses are based around a coursebook, which students are expected to buy.
R8 The library contains a satisfactory stock of resources for teachers, as does the staff workroom.
R9 Classrooms are equipped with data projectors and whiteboards. There is a substantial IT suite in the LRC. The virtual learning environment is under development, and should be fully available in May, but was not accessible at the time of the inspection because of technical difficulties. Staff training in educational technology is available.
R10 The LRC provides areas for quiet study in the library, as well as pods in the student hub. Readers, DVDs, magazines, newspapers and journals are available to read or borrow.
R11 Useful, simple guides to all the LRC resources are provided in leaflet form. EFL students receive a library induction at the start of their course.
R12 The EFL team discuss resources as part of the course review procedure, and the team leader confers with the link librarian about new acquisitions.

Resources and environment summary

The provision meets the section standard. Premises are of a variable quality, but all are satisfactory. The LRC, reception and the refectory are of a high standard. The learning resources support and enhance the studies of students.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T2 Both staff members teaching EFL are TEFLQ, as is the faculty head. The lecturer in EFL has been in post since January 2017, and the faculty head since the beginning of February 2017. She replaced the previous post-holder, who retired.   T4 The academic manager (the team leader EFL, ESOL and Headstart) is well qualified and has many years experience in a variety of related management roles.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☒	☐	☐	☒	
T9 Continuous enrolment	☐	☐	☐	☒	☒
T10 Formalised support for teachers	☐	☒	☐	☐	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments
T7 The two classrooms used by EFL are shared with other curriculum areas, but EFL is able to personalise them. They are in two separate buildings, which means there is no opportunity to create a sense of EFL as a unit. The two EFL lecturers are timetabled in parallel, one at each level.   T8 Staff contracts include 30 hours of cover annually, but as the EFL team is small and members are timetabled simultaneously, it is not always possible to take advantage of this provision with suitably qualified staff. If cover is necessary, classes may be re-arranged to another suitable time, which may be difficult to find, given the students' outside commitments.   T9 Students enrol at the beginning of a course, and the course is then closed.   T11 The college-wide protocol of three 'learning walks' per year – managers sampling all teaching during a particular period – is followed by the EFL team. However, due to changing college personnel very little observation was undertaken in 2015–16. Written feedback from earlier was of a high quality and included appropriate action planning.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments
T12 The two courses are supported by very detailed, uniform and comprehensive schemes of work which outline how the coursebooks are to be used in conjunction with supplementary published materials and teacher-prepared

resources. Under 'Module/Unit aims' on the schemes of work there are clear statements of principle.
T13 The courses are reviewed in line with the college's quality cycle. At the time of the inspection there was evidence that the team were grappling with the issue of a change in syllabus made by the exam board and the impact that this was having on student success rates.
T14 The schemes of work are shared with the students.
T15 Generic study and learning strategies are embedded in the selected coursebooks, and thus systematically in the schemes of work. A focus on such strategies was seen in action during classroom observations, and individual learning plans (ILPs) provided evidence of guidance in this area. (See also T18)
T16 The EFL team produces a document on 'Leisure and learning' for EFL students which provides information about appropriate activities in Weybridge and London which students might enjoy and which allow them to practise their English. The schemes of work do not include opportunities for students to exploit both the families employing them and the environment as linguistic resources.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T17 Common placement tests are administered to both EFL and ESOL students. The test has appropriate linguistic and skills coverage to cater for multi-level students. No barrier test is set for students enrolling on the exam courses.
T18 Tutorials are integrated into the courses, and students complete helpful ILPs where goals are broken down into achievable units. Such objectives are framed in terms of task types from the exams, but there is no focus on developing individual strategies.
T22 There is a careers stall in the student hub in the LRC, and a dedicated careers session is organised by the EFL team. The library has a range of higher education prospectuses.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Listening, speaking, grammar.

Comments

None.

Classroom observation

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

Comments
T23 Teachers demonstrated a sound knowledge of the language being presented and practised. The importance of context in relation to meaning was explored, and there was evidence that teachers were familiar with phonological systems. Both teachers provided accurate and appropriate spoken and written models of English, at an appropriate speed.
T24 The content of lessons was appropriate, of interest to the students and often personalised. It was very well related to learning needs and course objectives, with relevant grammatical and lexical components. There was effective planning for differentiation, showing an awareness of the individuals in the group.
T25 Aims, derived from the coursebooks, were seen on boards in some segments, were geared to the exams and were clear to students. Staging and sequencing were generally logical and coherent. Students commented very positively on the way their lessons developed, with time to understand, practise and interact, while preparing them for the final exam.
T26 Techniques were well suited to the age group and the context of the courses, with a focus both on student participation and social interaction, tempered by exam knowledge and technique. The segments observed included teacher-led transmission of information, pair work to activate prior knowledge, and individual silent study, which covered a range of skills and a variety of task types.
T27 In both classrooms it was possible to use the space flexibly, but no kinetic activities were seen. Pairings and grouping were not approached randomly but organised with forethought. Sound use was made of the main functions of the data projector and information was usually well organised and clear. Coursebook exercises were interspersed with teacher-prepared activities to provide variety and greater personalisation, and some well-prepared handouts were distributed.
T28 Both teachers monitored the group, and individuals within the group, effectively, and they were invariably encouraging. Attention was paid to pronunciation and there was good prompting to self- and peer-correct in the flow of the lesson. Systematic follow-up of essay corrections was not evident in marked work.
T29 In all lessons students were taking part in meaningful and often personalised sequenced activities that demonstrated successful learning. No explicit identification of learning strategies or reflection on learning by the students was observed.
T30 In all lessons students were engaged because of interesting or relevant topics, purposeful activities and a focus on useful language and skills development.

Classroom observation summary

The standard of teaching was consistently good. Teachers demonstrated a sound knowledge of the language being presented; the content of lessons, the learning objectives and outcomes were appropriate and resources were well used. Teachers had selected motivating topics and activities. Awareness was demonstrated of issues of pronunciation, lexis and grammar, as well as the requirements of the exams. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The EFL teaching team are both appropriately qualified and experienced and are well supported by their managers and administrators. The examination courses are well organised, resourced, and reviewed in the light of feedback. Useful systems exist for tracking student progress and helping them to monitor their own progress. In classrooms students were engaged in purposeful activities. Students commented that they knew they were making progress, and that the college was supporting them to achieve their objectives. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☐	☐	☒	☒
W7 Advice	☐	☒	☐	☒	

	Not met	Met		See comments	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments
W1 Good provision is made for the safety and security of students on campus. Risk assessments are updated annually with full records of routine checks of fire, gas and electricity risks; health and safety issues are covered at student induction; there is a crisis management plan and personal emergency evacuation plans are drawn up for disabled students; fire marshals receive training and fire drills are held regularly.   W2 EFL lecturers serve as pastoral tutors. Students expressed satisfaction with this arrangement. Information is made available about external agencies as well as about college counselling and learning support. Students can use a multi-faith room within the college.   W4 Policies and procedures for dealing with abusive behaviour are clearly laid out in staff and student handbooks. The college takes its responsibilities relating to the Prevent strategy very seriously. There is an appropriate Prevent policy with a Prevent lead and risk assessment. All staff have received some form of Prevent training and core British values are incorporated into the college's core values and into EFL course design.   W6 All EFL students are already in the UK when they apply to join the college.   W7 This advice is given at induction but is not all available in written form.

Accommodation profile

Comments on the accommodation seen by the inspectors
The college does not provide any accommodation for its students.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☐	☐	☐	☒
W10 Accommodation inspected first	☐	☐	☐	☐	☒
W11 Accommodation re-inspected	☐	☐	☐	☐	☒
W12 Accommodation registers	☐	☐	☐	☐	☒
W13 Information in advance	☐	☐	☐	☐	☒
W14 Student feedback	☐	☐	☐	☐	☒
W15 Meals in homestay/residences	☐	☐	☐	☐	☒

Comments
None.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments
None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒

W23 Health	☐	☐	☐	☐	☒

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☐	☐	☐	☒
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments
None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☐	☐
W28 Health and safety	☐	☒	☐	☐	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 As the majority of the EFL students are working as au pairs and only attend classes one morning a week, they do not have time to make use of the leisure opportunities provided by the college. However, they are given plenty of information about social, cultural and sporting activities both on and off the campus, in and around Weybridge, and in central London.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. *Care of students* is an area of strength.