

Organisation name	Cambridge Regional College
Inspection date	24–27 May 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 publicity have been addressed.

Summary statement
<p>The British Council inspected and accredited Cambridge Regional College in April 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, academic and professional English, and ESOL for adults (16+) and for closed groups of under 18s (12+) and adults (16+) and vacation courses for under 18s and adults (16+).</p> <p>Strengths were noted in the areas of teaching, care of students and leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

In 2016 Cambridge Regional College, a large further education college, entered into a partnership with Huntingdon further education college; this was followed by a merger of the two colleges in 2017. The merged college has almost 4,000 full-time students, 7,000 part-time students and over 2,000 apprentices in training. The college offers a wide range of vocational subjects primarily for 16 to 18 year-olds. More mature students can follow the vocational programmes and take access to higher education courses. Higher national certificate and diploma courses are also offered.

Since the merger there have been some structural changes. The faculty structure has been replaced by a departmental structure with each department responsible for a broader range of subject areas. Cambridge International Centre (CIC) is the department responsible for all international students.

There were several staff changes during 2017 at college senior management level and within the CIC. A new principal, the assistant principal for international and safeguarding, and the head of student services were appointed. New staff in CIC include the accommodation, welfare and activities officer (AWAO) and the international centre manager.

The CIC students fall into three categories: locally settled ESOL students, international ESOL students from the EU and the EEA, and international students coming for EFL only or EFL plus mainstream courses. The majority are ESOL students.

The inspection took place over three and a half days with two inspectors. Meetings were held with the principal, the vice principal commercial and marketing, the CIC head of department (HoD)/academic manager, two teacher trainers, who assist the HoD, the assistant principal responsible for international and safeguarding, the assistant principal responsible for quality improvement, two human resources assistants, the international admissions and compliance manager, the head of marketing, the head of the management information system and examinations, the health and safety manager, the director of facilities, communications and information technology, the head of student support services, the AWAO, the international centre manager, the sports centre manager, a sports lecturer and the student liaison and enrichment co-ordinator. Two focus group meetings were held with teachers; one with permanent staff and the other with temporary staff on variable hours contracts. One focus group meeting was held with students. All teachers timetabled during the inspection were observed. One inspector visited four homestays.

Address of main site/head office

Cambridge Regional College, Kings Hedges Road, Cambridge CB4 2QT

Description of sites visited

The college occupies a large campus situated to the north of Cambridge city centre. It is served by public transport and during term time by the college buses. The college facilities include a cafeteria and a sports centre. The college is divided into ten blocks, each housing one or more departments. The CIC block has 16 classrooms over the second and third floors and two classrooms in a nearby block are also used. The staffroom and the HoD's office are on the second floor. The reception, the international office, and the student services hub are on the ground floor.

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

Comments

Courses running at the time of the inspection: general, academic and professional English courses are run for adult (16+) ESOL and EFL students, who study together in the same classes. The majority of courses are general English. Access to higher education and Study Abroad courses are also run. Part-time classes for ESOL students take place in the evenings and one-to-one classes are offered to students who need extra support.

Two unaccredited in-company courses for employees working on the A14 road improvement project are also being run off-site; these were not included in the inspection.

Courses not running at the time of the inspection were the summer and winter schools for junior students aged 12 to 15 and for adults 16+.

Accommodation profile

Homestay is the only type of accommodation arranged by the college. Currently there are over 130 active hosts managed by the AWAO. Four homestay providers were inspected.

Summary of inspection findings

Management

The provision meets the section standard. Despite the fact that more administrative staff are needed, generally the management of the provision operates to the benefit of students and in accordance with the stated goals and values. Strategic and quality management, staff monitoring, continuing professional development and student administration are carried out efficiently. Publicity material does not include all the required information and many sections of the website are out of date. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. Most of the premises have recently been redecorated to a good standard, providing staff and students with a comfortable environment for work, study and relaxation. However, at the time of the inspection the state of cleanliness in the main cafeteria was not satisfactory. Classrooms are comfortable, light and airy, with suitable furniture. Printed and digital resources for learning and teaching for all courses are of a satisfactory standard and are reviewed annually. The college learning resource centre and the CIC study room provide suitable facilities for independent learning. Educational technology is of a high standard.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The HoD/academic manager and teachers have appropriate qualifications. Overall, programmes of learning are well managed to the benefit of students. Teachers are supported by the HoD and the teacher trainers. Academic management is carried out efficiently and course design takes into account the needs of students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for at departmental and college level in a safe and secure environment, on site and off site. They are provided with sufficient information relevant to their needs and are encouraged to take part in college, community and local leisure opportunities. Homestay accommodation is well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Safeguarding is a high priority and all aspects of training and awareness of staff and homestay hosts are well covered. Staff DBS status is only checked every four years, however, which is not in line with good practice. Parents are fully informed of the level of care available and students are given clear guidance about expected behaviour.

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.	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.	Not 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.	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 latest college strategic plan for 2017–2020 was developed by the principal in consultation with departmental managers, administrative staff and teachers. It covers strategic priorities, goals and values. With the introduction of values within the plan, CIC staff have held meetings to discuss the related behaviours necessary to uphold these values. The senior management team are very aware of issues within the ELT sector and these have been taken into consideration.

M2 The international strategy for growth sets out clear objectives. A *strengths, weaknesses, opportunities and threats* analysis has resulted in specific, measurable, achievable, realistic and time-based targets. The college quality improvement process ensures that all initiatives are monitored and reports are submitted to the senior management team regularly.

M3 The CIC structure is included in the international operations organogram and there are sufficient experienced administrative and support staff to cover for absent colleagues. However, the HoD, who is currently the only academic manager in CIC, has insufficient administrative support. Although some of the CIC administrative tasks are dealt with by the international office manager, the HoD still has to deal with a large amount of day-to-day administration, sometimes at the expense of academic matters. These issues were noted in the CIC self-assessment report (SAR) for 2016/2017 and in recent student feedback.

M7 The required systems for regular review are in place; these include the Scheme self-evaluation and the action plan to address points from the last inspection. In addition, the CIC and whole-college SARs review provision annually as part of the quality improvement cycle, and all internal and external stakeholders are consulted and contribute to the development plan produced as a result of the SAR.

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.	Not 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.	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

M10 The college recruitment policy and procedures are clear. However, several of the qualifications on staff files had not been verified.

M12 The annual written performance review process is supportive and very thorough. Line managers have had appraisal training. The annual review is followed by a six-monthly check on progress with regard to the targets set. Teaching observation reports are part of the performance review process and can lead to appropriate continuing professional development (CPD). Although teachers on variable hours contracts do not have formal performance reviews, alternative arrangements are made (see T10). Staff expressed their appreciation of the process. In the case of unsatisfactory performance staff are initially well supported, but if there is no improvement the college competency procedure will be applied. There was evidence that this procedure had been followed.

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

with appropriate sensitivity.	
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.	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

M14 The five full-time staff in the international office have substantial experience working with international students and have sufficient knowledge to cover for each other when necessary. There are three international officers who each have responsibility for different regions. Staff have received training from the customer services team and have been involved in the college values training focusing in particular on two of the key values; to be welcoming and to aspire to excellence. Information about students is easily accessible on the college database.

Publicity	Need for improvement
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.	Not 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.	Not 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.	Met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The website is the main medium of publicity. Several social media platforms are used. There are print versions of the international prospectus in English and Chinese, and small booklets, with general information, for the summer and winter schools. There is also a summer school poster.

M22 Much of the information is out of date, referring to provision in 2015/2016 (see M24 and M25). No photos are captioned.

M24 Although not always easy to find, most of the information required is given. However, there are some inaccuracies; the description of courses is for the academic year 2015/2016, the maximum class size in the publicity is 15, whereas in reality 16 or more students may be in a class at the beginning of a course.

M25 Costs for tuition and accommodation are given for the academic year 2015/2016. Costs are not given for coursebooks, leisure opportunities or the use of the college sports facilities. Examination fees are included, but are not easy to find.

M29 The correct Accreditation Scheme marque is not used.

Premises and resources

Premises and facilities	Met
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.	Not met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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	Met

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.	Met

Comments

P1 Most areas of the college are well maintained with a rolling programme for redecoration. However, the main cafeteria is not very clean. This was noted by students in the focus group meeting and by the inspectors.

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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Wi-Fi is available throughout the college. There is a sufficient number of computers for staff and students within the CIC and the wider college; the majority are located in the main college learning resource centre and in several computer suites across the college. Students and teachers can access relevant resources through the college virtual learning environment (VLE). All classrooms in the college are linked to the internet via a computer and are equipped with data projectors. Teachers use the technology with confidence and were positive about the technical support available. The college e-learning team and a member of the CIC staff support staff in the use of technology.

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

T2 One teacher does not have an appropriate ELT qualification. A rationale was submitted and accepted in the context of this inspection. The teacher has a PGCE in education, which included some methodology related to teaching ESOL. She teaches a closed group of advanced level students aged 16–18 once a week in the CIC and her previous teaching of A level English in a sixth form college has given her relevant experience. She is supported and monitored by the HoD. She is a permanent full-time member of staff in the English and maths department.

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.	Strength
Comments	
T8 Although the staff handbook gives teachers guidance on making new students feel comfortable with their teacher and fellow students, there is no advice concerning the necessary academic management strategies for supporting them.	
T9 Teachers reported that they feel well supported by the HoD/academic manager, but recognised that she has an increased administrative work load, which takes up a large amount of her time. Many of the teachers and teacher trainers have substantial experience and can help newer, less experienced staff; there is a culture of mutual support between the teachers.	
T10 The college has a system of formal annual lesson observations. These are carried out by TEFLQ staff and usually precede and inform appraisals. In addition there are drop-in 'learning walks'. Teachers reported that they appreciated the observation process and the feedback they received. All permanent teachers have formal appraisals/annual performance reviews. For those on variable hours contracts an element of general performance review is included at the time of lesson observation feedback.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	Strength
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	
T13 The weekly plans prepared by teachers are not shared with students.	
T15 Study skills form part of course planning and evidence was seen that this is built into lesson plans. Students are asked to keep a record of work done and teachers advise them on how to organise their work in notebooks or folders. Sets of mono-lingual dictionaries are available for classroom use and the use of bi-lingual phone dictionaries is discouraged unless under the direction of the teacher. All classrooms have a phonemic chart which teachers use to help students learn and recognise sounds.	
Learner management	
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.	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.	Met
Comments	
T18 Student progress, linked to the common European Framework of Reference (CEFR), is assessed in a variety of ways. Homework is set and is usually checked in class the following morning. Progress tests take place weekly. There are longer tests at the end of a unit and at the end of a level. There are also mock exams. All results are recorded and students have a one-to-one feedback session with their personal tutor to review their progress. The	

one-to-one tutorial records are kept electronically and provide detailed information for final reports. T19 If students have been placed incorrectly they are moved immediately and for students requesting a change of level their decision is deferred until the end of the week. Online individual learning plans provide students and their personal tutors the opportunity to set realistic targets. Support is given to students with disabilities; a recent example was particular support for hearing impaired students. Students aged 16–18 can have supported self-study once a week as part of their general English programme.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English for EFL/ESOL, access to higher education and the study abroad course.

Comments

The number of teachers seen includes the two teacher trainers who have some academic management responsibilities.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	Strength
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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Most teachers produced accurate models of spoken and written English. Helpful information such as phonetic symbols, word stress and parts of speech were indicated on the board. Explanations were clear and uncomplicated with an appropriate use of meta language.

T24 Detailed class profiles identified students' needs and interests and these were clearly taken into account when planning lessons. Differentiated tasks and a range of relevant and stimulating activities and topics were prepared.

T25 Lessons were appropriately staged with a coherent sequence of activities moving from simple to more complex language and tasks. Learning outcomes were shared with students at the beginning of lessons and achievement was checked. Supplementary materials were used to extend opportunities for further practice.

T26 A range of appropriate techniques was used confidently; there was effective nomination and elicitation of ideas and language. Tasks were set up well and their purpose explained to the students. Pronunciation was taught competently with appropriate choral and individual practice. There were some good examples of vocabulary presentation and practice with helpful concept checking.

T27 Teachers managed the classroom environment well. There was competent and imaginative use of digital technology. Information on the conventional whiteboard was well organised and colour was effectively used to highlight linguistic features. Instructions were given clearly and students' understanding checked. Useful handouts and worksheets had been prepared to supplement the coursebook. Lessons were conducted at an appropriate pace and the timing of activities and tasks was firmly controlled.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that they had the help that they needed. A range of correction techniques was used to good effect; self and peer correction were encouraged and immediate or delayed feedback techniques were used appropriately.

T29 Evaluation of learning was achieved through the monitoring of students working individually or together and through revision, recycling and freer practice activities.

T30 Students were fully engaged, participating enthusiastically in activities. There was a purposeful learning atmosphere in all lessons and a good rapport between students and teachers. Teachers provided opportunities for personalisation. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to just satisfactory, with the majority being good or very good. Most teachers produced accurate models of spoken and written English and had a sound knowledge of linguistic systems. Lessons were well planned, focusing on students' needs and priorities. Teachers used a range of techniques to good effect and resources were used competently. Teachers monitored and supported students in pair and groupwork and correction techniques were used appropriately. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed. *Teaching* is an area of strength.

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.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 All required measures to secure the safety and security of students are in place and their effectiveness is monitored by an experienced health and safety officer, who is also responsible for training a team of fire marshalls. Extra fire drills are carried out for summer courses. Staff are vigilant in enforcing the wearing of identification lanyards by students, staff and visitors. CCTV cameras monitor the campus and additional fencing has recently been erected around the perimeter. Students said they felt safe in college.

W2 The major incident or business continuity procedure for the college premises is led by the security manager and estates staff. Staff and students in the focus group meetings were well aware of the procedures and commented positively on the two "lockdown" practice drills which have taken place this academic year. Although group leaders and activity staff have not been given specific advice about how to deal with an off-site major incident, they are told how to deal with other emergencies and all have the college emergency phone number in their phones. Students are given sensible advice about personal safety at induction and through a number of well-produced leaflets and notices.

W3 Students benefit from a high level of pastoral care, initially from their teachers and personal tutors, but also from the named AWAO in the International Office, and from the more specialised support services in the open-access and high profile Student Support Hub. Detailed support packages were seen for two hearing impaired students which included signers in every lesson. Information about external support services is readily available. There is a quiet room and a prayer room.

W4 Respect for others is a recurring theme in college policies and in staff and student induction, handbooks and notices. A simplified disciplinary procedure for infringement of college rules, especially with regard to bullying and harassment, has been produced for ESOL students. A detailed and manageable Prevent action plan, including raising staff awareness and sound guidance for student use of the internet, is in operation.

W8 All relevant information is provided pre-arrival and is summarised in the student handbook, The AWAO checks that all students are registered with a GP. A first responder team is responsible for training a large number of first aiders and there is a well-equipped and fully functional sick room in E Block.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Details of first and subsequent visits by the AWAO are recorded on useful checklists and transferred to a database, which is accessible, when needed, to specified International Office staff. Homes are revisited annually when all safety and suitability items are re-checked.

W14 A detailed handbook states clearly what is expected of homestay providers and this is reiterated in the letter confirming each student allocation, where reference is made to the contractual responsibilities as set out in the *Homestay Agreement*. Previous student feedback and student details gathered on the application form help with placement.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

W22 The college does not recommend any other accommodation.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Strength

Comments

W23 Students are kept fully informed about college, local and regional events through displays, notices and teacher/tutor prompts. Excursions are arranged by a local company and students are helped to book. The Student Union works hard to promote integration of international/ESOL students; the current president is an international student and the new constitution requires at least one international student to be a member of the executive board.

W24 Leisure programmes for closed groups are arranged according to the needs of the sponsor. For Young Learner and summer courses a choice of three activities per day is on offer. There are several suitable indoor areas

available on campus to allow for inclement weather. During the year, the college has an extensive enrichment programme.

W25 Leisure opportunities for international students are well organised by the AWAO, are well resourced, and are delivered by well-briefed activity staff. The college enrichment programme is run by a dedicated member of staff in the Hub with the express aim of integrating international and local students, in line with the aims and objectives of the college International Integration Working Group.

W27 All organised activities are supervised by fully qualified staff and student access to the gym and more advanced fitness programmes is only allowed after a thorough fitness test by trainers.

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.	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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, there were 39 full-time and 48 part-time students aged 16–17. Part-time students were studying on Access courses or were members of a closed group, where English was only part of the course. During the academic year, all students are integrated into regular ESOL classes. During the summer the minimum age is 12 and classes are arranged separately for 12–15 year-olds and 16–17 year-olds. Some 16+ students may be integrated into adult classes during the summer.

S1 A clear safeguarding policy, underpinned by complementary college policies and procedures, fits well within the college strategic plan to provide fully for the particular needs of under 18s. The vice principal international is the college designated safeguarding lead and is supported in her work by a deputy and a team of safeguarding officers.

S2 All members of the safeguarding team are trained to specialist level. Safeguarding training is mandatory for all employees and annual refresher courses are available. Hosts are made aware of the importance of safeguarding at the time of the first and subsequent visits and are recommended to do the online course. The policy and procedures are available to all staff and students via the VLE and handbooks. Safeguarding is discussed at student induction and clear notices regarding reporting or seeking help are to be seen throughout the college.

S4 Safer recruitment procedures are firmly in force. However, DBS status is only checked every four years for staff and every three years for homestay hosts and other adults resident in the home.

S6 Two useful, differentiated handouts regarding behaviour in and out of college are provided for 12–15 year-olds and 16–17 year-olds. All students are expected to go straight home for dinner and curfew times are clear and must be adhered to. Sanctions apply for non-compliance. Guidance is provided on how to keep safe. Under 18s must use the college airport transfer service unless accompanied by a parent or guardian. Students must take part in all activities and attendance is checked. All involved, students, group leaders, homestay hosts and parents, are given this information.

S7 Although the college prefers to accommodate under 18s in homestay and all requirements for this type of accommodation are met, different arrangements have been made for some current students.

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	January 2010
Last full inspection	July 2014
Subsequent spot check (if applicable)	July 2015
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	Initial teacher training In-company training with A14 project (Functional Skills)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Cambridge Regional College, Huntingdon Campus

State sector

Type of institution	General FE College
Other accreditation/inspection	N/a

Premises profile

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

Student profile

Student profile	At inspection	In peak week: May (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	27	27
Full-time ELT (15+ hours per week) aged 16–17 years	39	39
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	130	130
Part-time ELT aged 16–17 years	48	48
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	244	244
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Chinese	Chinese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–35	16–35
Adult programmes: typical length of stay	4 months	4 months
Adult programmes: predominant nationalities	Chinese, Spanish, Russian,	Chinese, Spanish, Russian,

	Norwegian	Norwegian
Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	14
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	10	
Number of academic managers for eligible ELT courses	1	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	6	

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	

The HoD/ academic manager is regularly timetabled for 1.5 hours a week ESOL group supervision.

Two teachers/teacher trainers, who assist the HoD/academic manager by observing teachers, were scheduled to teach during the inspection week. Teacher 1 was scheduled to teach for 17.7 hours and teacher 2 was scheduled to teach for 7.8 hours and, in addition, delivered an online initial teacher training course for 4.6 hours. For six and half hours of her normal contractual teaching commitment she will not be in college as she has time off in lieu.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	14
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	34	34
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	51	28
Staying in privately rented rooms/flats	72	25

Overall totals adults/under 18s	157	87
Overall total adults + under 18s	244	