

Organisation name	Cardiff and Vale College
Inspection date	26–27 April 2022

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 S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Cardiff and Vale College in April 2022. 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).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Cardiff and Vale College (CAVC) is a large further education college, with over 20,000 students. English language teaching for international students is provided by the English Academy (EA) which is managed within the EA and International Office. The college also offers ESOL courses which are managed separately; they are not included in this inspection.

The college closed for face-to-face students in March 2020 but continued with online tuition until the end of the academic year. From September 2020 classes were held online and whenever possible face-to-face. Summer schools were not held in 2020 and 2021. At the time of the inspection all students were coming into the college for their lessons.

The inspection was conducted remotely and took the equivalent of one and a half days over two days. Meetings were held with the director of international; the international manager; the international development co-ordinator; the international officer; the acting academic manager for the English Academy (EA); the assistant principal: quality, teaching and learning; the head of quality, teaching and learning; the head of student services; an HR advisor; the head of additional learning needs and wellbeing; the head of the estates department.

Meetings were held with a representative group of students and all the teachers. All teachers scheduled to teach during the week of the inspection were observed. A live virtual tour of the premises was conducted. One inspector spoke to members of the accommodation agencies used for homestay accommodation. He also had a virtual tour, and spoke to a manager, of the residence.

Address of main site/head office

Canal Parade Campus, Dumballs Road, Cardiff CF10 5BF

Description of sites /observed

The Canal Parade Campus (also known as City Centre Campus) is a modern, purpose-built building close to public transport links. It is on six floors with a central atrium and includes teaching facilities, a library (the Success Centre), a coffee shop, two cafeterias and a shop. There are indoor and outdoor sports facilities and a car park for staff and students. The international office is on the ground floor close to the main reception. The teachers have use of an office, shared with other college teaching staff on the floor above. Classrooms are centrally booked but the EA is normally given priority use of three rooms on the third floor in addition to other rooms, as required.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English, including IELTS preparation, is offered throughout the year. Students who are studying full time at the college for an International Pathway Diploma are required to take one or two English language units as an integral part of their programme. A Level students can also take an English course as part of their programme.

Management profile

The director of international (DI) reports to the vice principal: international, HE and partnerships. The DI heads the EA and International Office and line manages the international manager (IM). Members of the international administrative and academic teams report to the IM. An experienced senior teacher is currently acting academic manager of the EA; she does not line manage the teachers.

Accommodation profile

The college offers homestay accommodation through an agency which is registered with the British Council. No students were in homestay accommodation arranged by this agency at the time of the inspection. The college uses an external provider for residential accommodation, principally for groups. The residence accepts under 18s if they are accompanied by a group leader. At the time of the inspection, there were 13 adults and three under 18s in the residence, all in the same group.

Summary of inspection findings

Management

The provision meets the section standard and operates to the benefit of students. The college has appropriate and clearly set out goals and values which inform all aspects of management. There is a clear organisational structure and channels of communication are very effective. HR policies are appropriate. Systems in place for the recruitment of staff are fit for purpose, although some policies are not always fully implemented. Procedures for the induction and monitoring of staff are very effective. Student administration is handled very efficiently, and there are suitable quality assurance systems. Publicity is satisfactory overall.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an attractive and professional environment for work and relaxation. Staff and students have access to a good range of appropriate resources. Guidance on the use of these resources is provided and technical support is on hand when needed.

Teaching and learning

The provision meets the section standard. The academic staff have a professional profile appropriate to the context and there are satisfactory systems in place to support the teaching team in their delivery of the academic programmes. Course design is appropriate to the needs of the students, and there are effective learner management policies and procedures. The teaching observed meets the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students. The well-organised leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are very thorough.

Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the college and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the college and homestay hosts have had basic awareness training. All staff have up-to-date security checks. However, not all references include information about the applicant's suitability to work with under 18s, and police certificates are not always obtained for group leaders from overseas. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises. All students under 18 are required to provide information on an emergency contact.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	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.	Met

Comments

There is a clear statement of college goals and values, and realistic objectives for the future of the EA. The management structure of the EA and the wider college organisation is made known to staff and students. Appropriate adjustments have been made to ensure continuity of provision during the period of the pandemic and following the loss of a long-serving academic manager. There are very good communication channels across the wider organisation and within the EA. Feedback is gathered from students at several points throughout their course, and staff feedback is regularly obtained. Management systems, processes and practices are regularly reviewed.

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.	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

The college has appropriate human resources and recruitment policies; however, the policies are not always rigorously implemented: see S4. Job descriptions are sufficiently detailed and regularly reviewed. Induction procedures are thorough and there are effective systems for monitoring and appraising all staff. Policies and practices to ensure the continuing professional development of all staff are satisfactorily managed.

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.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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

There are very effective procedures and standards for dealing with enrolments, cancellations, and refunds. Students commented on the friendliness and helpfulness of the staff responsible for student administration. In the student handbook and during induction, rules about attendance and punctuality are made clear and policies are consistently implemented. Conditions and procedures under which a student may be asked to leave the course are

clearly stated. Students, parents/legal guardians and, where appropriate, group leaders have access to information about how to make a complaint.

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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity. It outlines the EA provision and there is an International Prospectus (available online) which features English for International Students. There is also a social media presence. The language used is generally accessible and gives rise to realistic expectations. The information presented on the website is clear and accurate but is not always easy to find within the larger college website. At the time of the inspection, costs were not given for the accommodation, the approximate cost of travel from the students' accommodation to the school (where appropriate) and exam fees. There was insufficient detail given about the accommodation and the leisure programme. However, this information was made available during or shortly after the inspection, so M25 and M27 are no longer points to be addressed.

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.	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 facilities for the display of general information.	Met
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

The premises are well maintained and provide an attractive and comfortable environment for students and staff. Students have access to the extensive college study, sports and social facilities. The classrooms are spacious, well lit, quiet and suitably furnished. There are areas in which students can relax outside the classroom and a suitable range of food available to buy from the shop or in the snack bars/cafés. The teachers' room provides sufficient space for work and there is storage for teachers' use in the classrooms. There is clear signage, and information is displayed on classroom boards and via a large plasma screen in the reception area.

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.	Met

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

There is good provision of appropriate learning materials for students and teachers. Coursebooks with associated online resources are included in the course package. Teachers have a good variety of published and in-house developed online materials. All classrooms have interactive whiteboards (IWBs) and students and staff have good access to college computers. Training in the use of the technological resources is provided for staff and students and ongoing support is available. The library (the Success Centre) contains a good range of coursebooks, reference materials, supplementary and specialist books. The EFL materials are accessible and well presented. Resources are regularly reviewed and developed.

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 members of the academic team have Level 6 qualifications or higher and the team has a range of experience, knowledge and skills appropriate to the courses offered. One member of the teaching staff does not have an ELT/TESOL qualification. A rationale was provided and accepted within the context of this inspection. She has a post graduate certificate in post-secondary education and training (PCET), an MA in English literature and relevant experience. The acting academic manager has an appropriate professional profile.

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.	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

Teachers are matched appropriately to courses, and there are effective timetabling procedures. Good arrangements are in place for covering absent teachers. Students can join existing classes on any Monday and guidance is given to teachers about how to integrate new students. There are satisfactory arrangements to ensure that day-to-day guidance and support is provided for teachers, and for the observation and monitoring of teachers' performance by suitably qualified and experienced academic managers.

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.	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.	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

Course design is based on stated principles, described in writing for teachers' guidance and is regularly reviewed. Weekly schemes of work are made available to students. Courses include study and learning strategies which support independent learning, and which help students develop their language skills outside the classroom and benefit linguistically from their stay in Wales.

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.	Met

Comments

There are effective procedures for the placement of students and for evaluating, monitoring and recording their progress. Students are supported by means of weekly tutorials, and additional individual support sessions are offered by the college. Excellent guidance is available for students who wish to prepare for external examinations, and for those wishing to progress to mainstream education. At the end of their course, students receive an attendance certificate with their level of study noted; individual reports are available on request.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Morning and afternoon classes: IELTS preparation; English language skills for business diploma students.

Comments

The acting academic manager is included in these figures; during the week of the inspection she was scheduled to teach 13 hours.

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.	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.	Met

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.	Met

Comments

T23 Teachers generally provided accurate models of spoken and written language. Illustration of grammatical structures and of lexis was satisfactory. There was evidence in better lesson segments of sound knowledge of phonological systems: for example, use of stress and intonation marking.

T24 Teachers provided plans which drew on knowledge of the students, as described in group and individual profiles. They demonstrated an awareness of anticipated problems. The lesson content was usually based on an appropriate coursebook and teachers often developed and personalised the topic to take into account the students' needs, interests and their cultural backgrounds.

T25 Plans stated teaching and learning aims and objectives. In the better segments, plans indicated that learning objectives would be made known to students at the start of the lesson and the outcomes reviewed at the end. Learning objectives were generally achieved by means of well-staged activities.

T26 A range of appropriate techniques was observed, including instruction giving and checking, eliciting and prompting. There were some examples of effective pronunciation practice.

T27 In some classes, the management of seating arrangements, pairing and grouping encouraged student interaction. In others, the lessons were too teacher centred. Resources being effectively used included coursebooks, whiteboards, audio materials and teachers' own materials. Generally, IWBs were handled with confidence.

T28 Overall, a satisfactory range of feedback techniques was observed. In better segments, self and peer correction was encouraged and feedback was given on pronunciation, with appropriate follow-up practice. In less effective segments, opportunities were missed to pick up on students' errors and to provide helpful feedback.

T29 Lesson plans included activities to evaluate whether learning had taken place. Short tasks which helped students evaluate their own learning were observed.

T30 Overall, teachers created a positive learning atmosphere and a clear sense of purpose, encouraging students and personalising content when appropriate. In some segments, too much teacher talking time resulted in less interaction, but generally students were attentive and engaged.

Classroom observation summary

The teaching observed ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers' knowledge of the language being taught was generally sound. Lessons were well planned and the content of the lessons catered for the needs and interests of the students. Teachers used an appropriate range of techniques, employed resources effectively and checked that learning was taking place. There was a positive and purposeful learning atmosphere in all the lesson segments observed.

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.	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.	Met
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.	Met
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.	Met

Comments

Safety and security are well ensured by a variety of measures. These include clear safety information in all areas, frequent fire drills, regular fire alarm testing and comprehensive provision of first aiders. There is a crisis management plan which details a number of different scenarios; relevant elements of this plan are made known to students. A range of measures are undertaken to make students aware of pastoral care. Each student has a designated personal tutor, normally their class teacher, who they meet in timetabled sessions. Welfare provision is included in the post-arrival induction and in the student handbook which also includes very full and pertinent information about life in the UK, including how to access health care provision.

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.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

There is a clear and comprehensive service level agreement with the residence. The residence is of a very high standard and fully equipped with excellent facilities. Homestay facilities are clearly specified in the service level agreement. The contact person at the homestay agency confirmed that communication with the college was good. At the time of the inspection, there were no students in homestays arranged by the agency used by the college. There was, however, one under 18 student in a homestay arranged by another agency. The student is on a High School Exchange programme administered from a school in Bristol which is accredited by the British Council. There was good communication between the school, college and homestay host and there was satisfactory welfare and safeguarding provision. Students are given full information about what to expect from their accommodation, including travel and arrival information.

<i>Accommodation: homestay only</i>	
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.

<i>Accommodation: other</i>	
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

Very full advice is given for students who wish to rent private sector accommodation.

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

A very extensive social programme is offered with age-appropriate activities in conjunction with the college wellbeing and enrichment departments and the student union. Activities are well planned with full risk assessments that are vetted by the health and safety department and are regularly updated. Students in the focus group were very happy with the opportunities provided for them. Ratios of staff to students are more than satisfactory.

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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Met
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 35 international students; of these four were 16 or 17 years old. The college does not admit students aged under 16 except in closed groups. The college has a very full safeguarding policy with a head designated safeguarding person (DSP), a deputy head DSP and three safeguarding officers. All staff are suitably trained, with regular updating. All staff and homestay hosts are DBS checked and certificates for the former are renewed every three years or included in the update scheme. However, not all references include information about the applicant's suitability to work with under 18s, and police certificates are not always obtained for group leaders from overseas. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises. All students under 18 are required to provide information on an emergency contact.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	March 2001
Last full inspection	2017
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 provision, EFL teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

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

Premises profile

Details of any additional sites in use at the time of the inspection but not observed	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: March (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	6	6
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	25	25
Part-time ELT aged 16–17 years	4	4
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	35	35
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–24	17–24
Adult programmes: typical length of stay	6–9 months	6–9 months
Adult programmes: predominant nationalities	Chinese, Pakistani, Italian, Mexican	Chinese, Pakistani, French

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	0	

Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	Large number of college staff	

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 academic manager was scheduled to teach 13 hours per week at the time of the inspection.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		3
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/ESOL qualification		1
Total		4
Comments		
One teacher does not have an ELT/ESOL qualification. A rationale was provided and accepted within the context of this inspection.		

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	0	1 by arrangement with an outside agency
Private home	0	0
Home tuition	0	0
Residential student accommodation	13	3
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	3	0
Staying in privately rented rooms/flats	15	0
Overall totals adults/under 18s	31	4
Overall total adults + under 18s	35	