Inspection report

Organisation name	Cardiff and Vale College
Inspection date	14–15 February 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W10, W12, C4 and C6 have been addressed.

Summary statement

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

The English language teaching department of this large college of further education offers courses in general English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the areas of staff management, quality assurance, learning resources, academic staff profile, course design, learner management, teaching, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 2001
Last full inspection	February 2013
Subsequent spot check (if applicable)	November 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	ESOL, externally validated pre-service ELT training courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Other accreditation/inspection	Estyn

State sector

Type of institution	Further Education college
Other accreditation	N/a

Premises profile

Address of main site	Canal Parade Campus, Dumballs Road, Cardiff CF10 5BF
Details of any additional sites in use at the time of the inspection	International Centre for Aerospace Training (ICAT), Cardiff Airport Business Park, Rhoose, Vale of Glamorgan CF62 3DP. This site, which is 16 miles from the city centre, is the location of a BTEC diploma course in aerospace engineering, which the college runs for military trainees from the United Arab Emirates (UAE). A component of the course is English language improvement.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The Canal Parade Campus (also known as City Centre Campus) comprises a modern, purpose-built building about six minutes' walk from Cardiff Central station. It is on six floors with predominantly glass walls and a full-height central atrium and includes a wide range of specialist teaching facilities including a training restaurant, a hair and beauty salon, a spa and a theatre, as well as a coffee shop, two snack bars and a supermarket. Beside the main building are engineering, science, and technology workshops and a car park for staff and students. The international office which administers the English for International Students (EIS) courses is located on the ground floor close to the main reception. The academic manager is also based there. The teachers are located in a large open-plan office on the mezzanine floor (between the ground and first floors). Classrooms are centrally booked but EIS is normally given priority use of three rooms on the third floor in addition to other rooms, as required. The ICAT site was not visited.

Student profile	At inspection	In peak week: March (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	93	94
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	33	50
Full-time ELT (15+ hours per week) aged 16–17 years	2	5
Full-time ELT (15+ hours per week) aged under 16	0	30
Part-time ELT aged 18 years and over	104	90
Part-time ELT aged 16–17 years	1	5
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	140	180

Minimum age	16	12 (closed groups only)
Typical age range	19–30	12–30 (incl. closed groups)
Typical length of stay	6 months	6 months/ 2–3 weeks
Predominant nationalities	Spanish, Chinese, UAE	Spanish, Chinese, UAE
Number on PBS Tier 4 General student visas	29	29
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	10	20

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	8

These figures   include   the academic manager(s)

Comments
None.

Course profile

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

Comments
General English is offered both full and part time throughout the year. All General English students study for an externally validated General English examination at levels ranging from A2 to C2 in the Common European Framework of Reference. IELTS preparation is offered as a full or part time course. The BTEC diploma in aerospace engineering course for UAE military trainees includes an IELTS preparation and English component. Short courses for closed groups of juniors (12+), mainly from China, are offered in the summer and at other times of year, according to demand.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	33	0
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
Arranged by student/family/guardian		
Staying with own family	0	3
Staying in privately rented rooms/flats	104	0
Overall totals adults/under 18s	137	3
Overall total adults + under 18s	140	

Introduction

Cardiff and Vale College (CAVC) is one of the largest further education colleges in Wales, with over 20,000 students. Its core business is providing A-level and vocational courses for 16–19 year olds. A second major strand is work-based training, of which it is the largest provider in Wales. The college has a growth strategy in which international activity plays an important part. It has recently opened a centre in Shanghai, where Chinese students study for two years before taking final year A-level courses in Cardiff.

EIS courses are based in the commercial services department, alongside the international office, which administers its students. EIS functions as a curriculum area, but its courses are run on a full-cost recovery basis. ESOL courses are managed separately from EIS and are taught on a different campus. The two areas co-operate, however, over cover for absent teachers. ESOL is not included in this accreditation.

The English language component of the BTEC diploma course in aerospace engineering for UAE military trainees is managed by a different department. Before the inspection, the college was unclear whether it was eligible for accreditation. However, it is clear that it meets the appropriate criteria for eligibility and should be included in the accreditation.

The inspection took place over two days and the inspectors held meetings with the principal, the director of business development, the dean of quality improvement, the head of English for international students, the international office manager, the accommodation officer, the international compliance manager, the human resources advisor and the health and safety manager.

Focus group meetings were held with students and teachers. One inspector visited two homestays. All teachers timetabled during the inspection were observed, with the exception of the teacher on the BTEC diploma course in aerospace engineering, whose location at Cardiff airport made observation difficult to include in the programme.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

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

Comments
M4 Communication within the EFL team and with the larger institution is effective. There are documented weekly meetings of the EFL team. The head of EIS meets weekly with the director of business development. His desk is located in the international office, facilitating communication with the international team. Face-to-face communication between the head of EIS and the teachers is not helped by their location on different floors, but they work round this adequately by the frequent use of emails. EIS is represented in the larger institution by the director of commercial services and the dean of quality improvement.
M7 Most EIS staff joined the organisation a number of years ago. However, there is evidence of thorough and appropriate induction procedures, which are documented in a booklet for staff and in checklists for human resources and for line managers. There is a system of using experienced staff to mentor new staff in which the teachers had participated and said was helpful.
M8 All staff are appraised through an annual performance development and review process. The process is supportive, but sufficiently robust to address weaknesses appropriately. It is unlikely, however, that such problems would get as far as the formal process as the head of EIS sees staff regularly and other processes such as lesson observation, both management-led and peer, effectively underpin the appraisal process.
M9 The college has a wide-ranging staff development policy and an equally wide-ranging provision of opportunities for all staff, including monitored mandatory training on areas such as safeguarding and awareness-raising about responsibilities relating to the Prevent strategy. The appraisal process helps managers and staff to identify suitable development goals for their specific roles. Within EIS, there has been support for staff to attend external events and cascade knowledge, as well as a number of in-house events covering areas specific to EFL.

Student administration

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

Comments

M11 The course descriptions on the website and in the student handbook are detailed and accessible. The placement interview which every student has, either face-to-face or online, allows further information and advice about course choices to be given.

Quality assurance

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

Comments

M17 The college has a robust and comprehensive quality improvement cycle, which is well documented and applies to all activities. It is clear that maintaining and improving quality is a priority at the most senior levels. The formal processes of reporting to committees are validated by good attention to and analysis of student feedback, student representation on committees, and effective links between evaluation and staff development. It is clear that EIS is actively involved in these processes.
M18 Student feedback is collected online both at the beginning and end of courses. The results are collated and analysed electronically and discussed by EIS staff. Actions are agreed and recorded.
M20 Although the college procedure is written in complex language, EIS has a clear complaints procedure in the student handbook, which is available online. It includes a helpful flowchart and the process allows for a complaint to be escalated to an external body if the internal procedure does not resolve it.

Publicity

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

Comments

The college has a website, social media sites and paper leaflets and prospectuses. The website is the predominant medium of publicity.
M21 The college has made an effort to ensure that the language on its website is as clear as possible, using short sentences backed up by clear visual presentation.
M23 Detailed course descriptions are available on the website with information on objectives, levels and methodology. Presentation is consistent across levels and progression routes are clear.
M26 The information on accommodation is generally accurate, although the prospectus claims that homestay accommodation involves living with a British family, which is not always the case.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are managed fairly and supportively. Student administration is efficient and sensitively carried out. Publicity is accessible and gives rise to realistic expectations. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The six-storey premises are spacious, well designed and provide a comfortable environment for students and staff. There are sufficient lifts and the central atrium provides seating space for students and allows light to enter the heart of the building.
R2 The premises are well maintained and very clean throughout. The décor is well suited to purpose.
R3 The classrooms are sufficiently spacious and quiet, although not all rooms would seat the maximum class size of 20. They are well lit and furnished appropriately to allow flexibility of layout. The heating works effectively. However, although the classrooms are appropriately sound-proofed, the learning centre suffers from disruptive extraneous noise where it is open onto the central atrium.
R4 There is sufficient space in which students can relax outside the classroom and consume food. There is an adequate choice of appropriate food which students can buy on the premises, although healthier options are more expensive than others.
R6 The open-plan office for teachers provides sufficient space for work, but there is insufficient space for storage of their personal possessions and the hot-desking system sometimes makes it difficult to access a computer.

Learning resources

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

Comments

R7 There is a good provision of appropriate learning materials with up-to-date coursebooks provided to students as part of the course package and good supplementation, including well organised and appropriately targeted online materials.
R9 All classrooms are equipped with interactive whiteboards and networked computers. Staff use these competently and receive appropriate training. Maintenance is effective and sufficiently responsive. There is a generous provision of computer rooms for student use. Wi-Fi for student and staff use is available throughout the campus.
R10 There is a well-organised and appropriately resourced learning centre which houses a good range of coursebooks, reference materials, supplementary and specialist books, as well audio and video resources. The EFL materials are accessible and well presented.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

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

Comments
T2 The majority of teachers are qualified to diploma level.
T4 The academic manager is not only TEFLQ but also has a diploma in ELT management and a PGCE. He has many years of relevant experience.

Academic management

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

Comments
T8 There is admirable depth in the provision of cover, with the possibility of drawing on the immediate teaching team, the ESOL team and previously employed teachers. No class was cancelled in the past year.
T9 Students may join a class on any day. However, there is a satisfactory range of measures in place to mitigate the potential disadvantages of this for existing and joining students. Course materials and records of work are available online. New students are buddied with experienced students. Detailed induction materials are supplied on a memory stick. Every student has a weekly tutorial. All students do mock exams before being allowed to take the formal examination.
T10 Continuing professional development is policy driven and there is evidence of regular activities that are specific to EFL. There are clear links between development activities and observation and appraisal. Peer observation is encouraged and teachers reported that it takes place and is helpful. However, the teacher of the EFL component of the BTEC course in aerospace engineering, who works in a different department on another campus, does not receive EFL-specific professional support.
T11 There are regular monitoring observations of teachers both by the TEFLQ academic manager and by trained observers from other curriculum areas. Teachers reported their appreciation of the observation process and feedback. However, the teacher of the EFL component of the BTEC course in aerospace engineering was not observed by a TEFLQ academic manager in the past year.

Course design and implementation

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

Comments
T12 Course structure is based on a coursebook and well underpinned by syllabus checklists of topics, grammar, lexis, skills and examination tasks. The design of each course is stated in the scheme of work. Closed group short courses are tailored to the needs of the students with morning lessons being matched with afternoon cultural activities.
T14 Detailed, helpful course outlines are made available to students through the website and in the student handbook. They cover all aspects of the course.
T15 Weekly self-access/tutorial lessons teach students skills to become autonomous learners. These are backed up by online resources. Students are encouraged to extend their vocabulary by reading widely. They are taught to organise their learning materials in notebooks and files. Lesson time is devoted to developing reference skills using dictionaries on mobile apps.
T16 There is a presentation at induction on improving English outside the classroom. This is included on a memory stick supplied to each student. There is a weekly conversation club, which students in the focus group reported favourably on. There is also a range of opportunities within the larger college for students to develop their English outside the classroom through voluntary work and clubs.

Learner management

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

Comments
T18 All students have a weekly tutorial with the course tutor. There are weekly revision and extension sessions, including monitored homework, mini tests and recycling activities. Terms are divided into blocks of five or six weeks with progress tests.
T20 Teachers receive training in the interpretation and use of assessment criteria for the examinations they teach towards. Information about assessment criteria is easily accessible online.
T21 Reports are provided on request.
T22 There is a careers advisor in the learning centre to advise students on higher education. There are paper prospectuses in the learning centre, as well as online resources. Tutors on the IELTS preparation course provide advice and assistance.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All except the EFL component of the BTEC course in aerospace engineering

Comments
The teacher of the EFL component of the BTEC course in aerospace engineering was not observed because it was not clear until the start of the inspection that this course was eligible for inspection and the teaching takes place on a site 16 miles from the main site.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☐	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☒	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T24 Lesson plans were very clear and showed a good course fit to the needs and background of the students. Teachers took these well into account. Likely problems were anticipated. Profiles, however, did not show much differentiation, relating to groups rather than individuals.

T25 Desired learning outcomes were made clear, as was the staging and sequencing of activities. Homework, recycling and revision tasks reinforced learning and helped students check progress towards outcomes.

T26 There was evidence of a good range of appropriate techniques in use, including skilful elicitation of language and ideas, and clear giving and checking of instructions. There was some judicious use of drilling, but occasionally the opportunity for helpful controlled practice was missed.

T27 The interactive whiteboard was well used. Handouts were well presented and relevant to course aims. There was some helpful guidance and practice in the use of online monolingual learners' dictionaries on mobile apps.

T28 On-the-spot correction and feedback was timely and appropriate. Teachers were encouraging and ready to give praise. In some stronger segments, there were good examples of teachers shaping students' oral production to facilitate self-correction. However, in other segments, the range of approaches to correction was not wide.

T29 It was clear from lesson plans and from the segments observed that evaluation was done systematically and effectively. Lessons were well-staged and appropriately scaffolded. Homework was regularly given and checked. There were regular tests.

T30 In all the segments observed, students were engaged and there was a positive learning atmosphere. Teachers had a good classroom presence. Their language was natural but appropriate to level of the class. Students were given equal opportunities to participate. There was a variety of interaction and sometimes movement.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard throughout. Planning was thorough and took good account of the students' needs and backgrounds. Teachers made good use of learning technology and were effective in giving feedback. Evaluation was systematically and sensitively incorporated into the lessons. The learning atmosphere was very positive. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Staff are well qualified and generally well supported by the academic manager. Courses are well designed and learners are managed attentively and supportively. The teaching observed met the requirements of the Scheme. The *Academic staff profile*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 Arrangements for safety and security are comprehensive and highly efficient yet relatively unobtrusive, with dedicated staff teams responsible for this area. Appropriate procedures are in place for major incidents, and these are regularly tested and reviewed.

W2 International office staff provide appropriate pastoral care and this can also be a focus in tutorials. A range of policies and procedures support the provision of pastoral care, and college welfare services are also available to

international students. These are well publicised and tutors and international office staff are able to help with access.

W4 In addition to college policies, a very accessible presentation outlining the college's 'Respect' agenda – which deals with equality and diversity and includes bullying and harassment – forms part of the induction process. The college is addressing responsibilities relating to the Prevent strategy, including Prevent training for all staff.

W6 Information including different forms of transport is very clearly set out in pre-arrival information. Details of allocated homestays also include transport information and maps.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two homestays were visited, both of which were hosting CAVC students, although only one from EIS. Each home was in a different part of the city, both accessible by public transport and within reasonable travelling distance of the college. One homestay offered two rooms for single occupancy, and the other a shared twin, a single and an en-suite single.

Accommodation: all types

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

Comments

W9 The two homestays visited both provided appropriate facilities, with friendly hosts and clean, comfortable accommodation.

W10 All accommodation is inspected and hosts are informed of the requirement for Gas Safe certificates and fire risk assessments. Guidance on carrying out fire risk assessment is provided to all hosts, but these are not checked as part of the inspection.

W11 All accommodation is re-inspected at least every two years, and the information about fire risk assessments is reiterated.

W12 Although all records are up to date and include scans of up-to-date Gas Safe certificates, there are no records of fire risk assessments.

W14 Students know the accommodation officer, who has regular informal chats with students, and asks them about their accommodation at an early stage. Records of any action taken in response to this information can be made; however the provision is currently so small that there has been nothing to record so far.

Accommodation: homestay

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

Comments

W17 Hosts are clearly informed of rules, terms and conditions through the application process.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					
None.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☐	N/a	☐	☒
Comments					
None.					

Leisure opportunities

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

Comments

W26 The international office organise excursions to places of interest as well as evening activities for students. In addition, Wednesday afternoons are free to enable students to access the wide range of available college enrichment activities – these are advertised through a desktop widget as well as college posters.

W28 Risk assessments are completed for all activities and excursions, and include provision for under 18s, who have to be 'buddied' with someone. These are signed off by the activity leader, the head of EIS and a member of the health and safety team. Risk assessments are filed and reviewed annually as a matter of course, but all contain a feedback section for the reporting of incidents or unforeseen circumstances, which lead to immediate updating.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students benefit from a very high standard of sensitively managed provision for security and pastoral care, and are well informed on all aspects of college life through a wide range of channels. A dedicated and well-managed leisure programme is offered alongside college activities. Accommodation is suitable for students' needs and although accommodation systems need additional rigour in some areas, they are generally well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐

C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

At enrolment, there were three under-18s enrolled on EIS courses, all living with family members as part of the local community, and this is typical of the scale of enrolment of under 18s on EIS programmes. In closed groups, on so-called Winter and Summer programmes – actually available throughout the year – juniors are enrolled from 12 upwards.

C1 The college safeguarding policy is clear and comprehensive, linked to other relevant college policies and fully supported by practical documents such as codes of conduct and incident reporting guidelines. However, some areas of implementation specific to Scheme requirements are insufficiently robust (see C4).

C2 There is a designated safeguarding lead for the college as a whole, as well as two safeguarding officers. In addition, a number of staff throughout the college, including the head of EIS and the international office manager, play a role in safeguarding within their teams. There is also a 'Feel Safe' group, who work across the college and who are identified to students through posters and online communications. All staff undergo basic safeguarding training, and those with responsibilities in this area receive higher level training. Homestay hosts receive a copy of the safeguarding policy and all visitors have their attention drawn to it.

C3 An information sheet entitled 'Your child in the UK' is sent to parents pre-arrival, and parental consent forms are in place for all under 18s on EIS courses.

C4 The college safeguarding policy covers safer recruitment. However, no references are taken up for homestay providers and requests for staff references do not ask specifically about the applicant's suitability to work with under 18s. Although college staff all undergo suitability checks, none have been sought for group leaders on Summer and Winter courses.

C6 Summer and Winter course students are with group leaders at all times, with a ratio of one to 10. Homestay providers receive information and guidance for all students, although it is not explicit about rules for under-18s.

C7 16 to 17 year-olds enrolled on EIS courses provide parental consent forms and live either with their own family or in a homestay organised by the college. Closed group students are accommodated, together with their group leaders, in a local hotel which is checked for suitability.

Care of under 18s summary

The provision meets the section standard. Safeguarding policies and procedures are detailed and comprehensive and all staff are made aware of them, with training as appropriate. Supervision arrangements are age-appropriate and accommodation is suitably managed. Some details of safer recruitment procedures require additional rigour.