

Organisation name	Chichester College
Inspection date	19–20 April 2023

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.

Summary statement
<p>The British Council inspected and accredited Chichester College in April 2023. 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 English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) and vacation courses for adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, care of students, accommodation, leisure opportunities, safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Chichester College is a college of general further education in West Sussex. It was opened in 1964 and is set in Westgate Fields, half a mile from the centre of the city. It has another campus in Brinsbury, near Pulborough. In August 2017 it merged with Crawley College to become the largest college in Sussex, at which point Chichester College Group (CCG) was formed. CCG currently has a total of seven colleges on 10 sites in West Sussex. Chichester College has over 15,000 students of whom over 4,000 are full-time. It offers a wide range of academic, A-Level and vocational courses leading to BTEC Diplomas, vocational qualifications and higher education qualifications including degree courses.

The college has a long tradition of delivering EFL. In September 2016, after a period of consultation, it was decided to radically restructure the EFL provision. The resulting English Language School (CELS) is modelled on private sector provision. The senior manager is the director of international, who has been in post since 2020; he reports to the chief commercial officer. An international partnerships manager was appointed in 2019. Chichester College also owns and accommodates an examination board which offers a suite of EFL exams.

The inspection took place over two days. During this time the inspectors met, together or separately: the CCG CEO, the CCG deputy CEO, the college principal, the college deputy principal, the chief operating officer, the group director international, the group and college quality managers, the director of studies (DOS), the assistant director of studies (ADOS), the international student support officer, the international admissions advisor, the international administrative assistant, the international social programme co-ordinator, the international resources co-ordinator, the finance and contracts administrator, the student experience manager, the student experience co-ordinator, the social programme co-ordinator, the student union president, the accommodation manager, the residences manager, two safeguarding and wellbeing officers, the health and safety team leader, an information technology adviser and the estates manager. Meetings were also held with student representatives and with teaching staff. Inspectors observed all the teachers who were timetabled during the inspection period, and one inspector visited two halls of residence and two homestays.

Address of main site/head office

Chichester College, Avenue de Chartres, Chichester PO19 1SB

Description of sites visited/observed

The college's extensive grounds include a sports centre and gym, tennis and netball courts, and all-weather sports pitches. Over the years the 1960's buildings have been extended and renovated. Facilities include a library, computer suites, a large cafeteria and a training restaurant, as well as branches of popular food and coffee chains. There is a nursery, a student union and in addition specific facilities such as dance and drama studios which support the vocational courses taught. There are two student residences on the campus, one dedicated to 16 and 17 year-olds, where a good proportion of the international students are housed. CELS is based on the second floor of C Block, one of the original buildings which the college is planning to upgrade. There are eight classrooms, a large staff workroom and a set of offices for CELS managers and administrative staff. The wide corridor between classrooms is furnished with comfortable sofas for students' use. A computer suite and further classrooms are situated on the floor below. CELS has access to the many central services on site, such as admissions, welfare and careers advice, which are situated centrally on the ground floor near the main college reception.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

CELS delivers:

- General English (GE) courses, 16+, elementary to advanced (A1-C2) for 47 weeks a year; terms are aligned to the three college terms with the addition of a seven-week summer school.

. Minimum enrolment is two weeks, students start any Monday, and may opt for 15 hours in the mornings or 21 hours, mornings and four afternoons per week. Afternoon classes include extra skills work and examination preparation.

- A Study Experience (SE) programme (B1 or B2 entry requirement), 16+. Students may join for one or two terms and study in two A-level classes or a vocational class, plus the GE classes, up to a maximum of 21 hours per week in total. There is also a high school programme which can include study in a third A-level.
 - Summer at Chichester: as GE, with additional social activities after 15.00 and two excursions per week.
 - Bespoke short courses for integrated or discrete groups 16+: English plus or minus a vocational, academic or work experience strand.
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Management profile

CELS is a unit within the international department. It is managed by its director of studies (DOS), who reports to the the group director international, together with an assistant DOS. It liaises closely with the other functional units in the department. These include accommodation, international student support and business development.

Accommodation profile

Accommodation comprises both homestay and residences. There are two residences on the college campus, one for under 18s and one for over 18s.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management of the college is responsive, dynamic and effectively targeted. Staff management and development is of a high standard and the college has commendable quality assurance systems. Student administration operates effectively. Publicity is informative but is not sufficiently clear or accessible in some respects. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college campus is convenient and well-maintained and provides a pleasant general environment. The classrooms are appropriately furnished and equipped. There are a number of food outlets available to CELS students, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are of a high standard. Premises, facilities and learning resources all support and enhance the studies of students and provide a professional environment for staff. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified, experienced and well supported by their academic managers and administrators. The courses are well organised, resourced, and reviewed in the light of feedback. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Systems for ensuring the safety and security of students are robust, and pastoral care is excellent. Accommodation is comfortable and well managed, and the leisure programme is well designed and very popular. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Staff have all received external safeguarding training and receive regular internal updates. Supervision systems are very effective and the accommodation for under 18s is managed very efficiently. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
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.	Strength
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.	Strength
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 college's mission, glossed as *Our Purpose* is clearly stated in documentation and displayed on walls in corridors; its vision is also explicit. A new strategic plan and statement of purpose reflecting the enlargement of CCG is due to be published shortly. The values stated in its 'Core values and behaviours' document are reflected in job descriptions and in a survey were endorsed by virtually all members of staff.

M2 The new strategic plan, as well as detailing core values and behaviours, sets out objectives for the organisation under a number of heads, detailing key performance indicators within a time-scale, and citing evidence required. It is clear from documentation such as annual planners and the very detailed curriculum self-assessment report, as well as through interviews with senior managers, that CELS is working purposefully towards its objectives.

M3 The structure of the ELT operation differs from the norm in FE. The EFL team consists of the CCG director of international as its strategic head and a DOS with responsibility for academic leadership and operational matters, supported by the ADOS. In addition to the teachers there are a social programme co-ordinator and resources co-ordinator. An international marketing team, an international student services team, which includes responsibility for management of the residences, and a business support team supply a substantial, supportive infrastructure.

M5 Initial feedback on all aspects of the provision is collected in the student's first week; 'hot spot' meetings with student representatives take place once during each term and once during summer school and departure surveys are administered. It is clear from minutes and reports that the student voice is significant in precipitating change.

M7 Annual self-assessment reports provide the most substantial evidence of action planning for improvement. After considerable consultation between the college's central quality team and the DOS, CELS has adopted the Accreditation Scheme criteria as the basis for its quality report; it is thus no longer in line with the criteria used by the rest of the College. The self-assessment report is very detailed and well researched, and incorporates feedback from students, staff and the last inspection.

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
Comments	
M10 Extremely thorough procedures for recruitment and selection of staff are in place. These are summarised in the college's <i>People Strategy</i> .	
M11 The induction procedures at both college and CELS levels is exceptionally robust with checklists, the nomination of a mentor and follow-ups after eight, twenty and thirty weeks.	
M13 Individual professional development tasks are set in performance reviews; staff meetings usually contain a developmental element and there are 'sharing' sessions organised by teaching staff. The college also offers generic training, some of it mandatory, and there are termly development days. CELS subscribes to a number of ELT journals and staff are funded to attend external events.	

Student administration	Area of strength
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 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.	Strength
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.	Strength

Comments	
M14 Customer service levels were seen to be good, and this was echoed by the students in the focus group and by an over 90 per cent satisfaction level attained in student feedback.	
M18 Met, but the language ability of emergency contacts is only recorded on the accommodation database. This would mean that it would not necessarily be available in the case of those students making their own accommodation arrangements. During the inspection, there were two such students, but the required information had fortuitously been acquired through other channels.	
M19 There is a robust attendance and punctuality policy. This is explained to students at induction, and they are then required to sign a document confirming that they have understood the policy and the consequences of not adhering to it. There is a dedicated email address for students to indicate that they will be unable to attend class.	
M21 How to make a complaint is introduced at induction and the college procedures are clearly stated on posters in classrooms and corridors. Logs of complaints, for the school and for accommodation, are maintained and action taken is recorded. In all instances, English UK is named as a final arbiter.	

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.	Not 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.	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 main source of publicity is the CC website. Social media channels are also used. There is also a constantly evolving CCG website which, as far as CELS is concerned, sometimes supplements but often duplicates the CC site.

M23 Information provided, while generally accurate, is not always clear and at times is difficult to access. The level of language used is at times well above B1 on the Common European Framework of Reference (CEFR) scale.
M26 Met, but some necessary information is not available until after enrolment in the International Handbook and on the parental consent form.

M27 There is no reference on either site to whether or not towels are supplied in accommodation.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 There are wide corridors in the C block used by CELS with sofas and other soft furnishing for student use. The student union building is nearby with further seating and facilities for students to prepare their own food.

P4 Heavy duty water fountains are available in each building; these allow students to fill their own water bottles.

There is a wide range of cafés and restaurants in the main building including two catering outlets used for training students. The food is of good quality and reasonably priced.

P5 Signage around the college is standardised and both large and clear. Wall space is very well used for notices and decorative visual material.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Students are provided with a textbook for their morning classes while class sets are used for the afternoon skills and examination classes. Self-study materials are on the virtual learning environment. These are available to students during their courses and for three months after they have finished.

P8 Teachers are well supplied with resources, including materials and equipment for producing their own teaching materials. A part-time resources co-ordinator is employed; teachers reported that she is very responsive and helpful.

P9 Classrooms are well equipped for data and video display; the equipment was well maintained and teachers reported that any faults were promptly remedied.

P10 Graded readers and other support material for EFL students are available in the library, positioned near a support desk so that help can be rapidly provided if necessary.

P11 Students receive help on using independent learning resources at induction, in their handbook and at tutorials the first within two weeks of arrival and then every five weeks.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 All the teachers hold a TEFLQ qualification.

T3 The teachers have a very good range of skills, knowledge and experience wholly appropriate for the courses offered and learners' needs.

T4 Both the DOS and the ADOS are very experienced and have been in post for several years.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 The teachers' experience, strengths and preferences are taken into account when staffing courses. A meeting is held at the end of each term where teachers are encouraged to indicate what sort of classes they would like to teach in the following term.

T6 Teachers of GE change classes at the mid-morning break and students from different morning classes and levels are combined for the afternoon skills/exam preparation classes. Most GE classes are shared between two teachers, and sometimes three. Classes appeared coherent in terms of level. Timetabling is accomplished with considerable expertise.

T7 When available, there is a teacher on cover duty who can be called on for pre-arranged or emergency cover work: otherwise, bank staff are available. At very short notice either the ADOS or the DOS can substitute.

T9 A 'buddy' system is in operation for new staff. The ADOS is available for consultation primarily on operational matters, and the DOS mainly on policy-related ones, though both operate an open-door policy. Staff commented that they felt very well supported in the classroom by their academic managers and their colleagues.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	Strength
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.	Met
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.	Strength

Comments

T11 The principles on which the courses are based are outlined in the teacher and student handbooks, in the schemes of work, and in the weekly plans. A general English coursebook is followed in the morning periods and the afternoon skills classes follow a skills or examination based coursebook. The afternoon courses are designed to address the particular skills needs of students. On the final day of each term, a meeting is held to review and adapt syllabuses and teaching materials.

T13 Students have access to the course outline in the coursebooks, and schemes of work, based on the CEFR levels, are available to the students online. Class teachers prepare a weekly plan which they discuss with the group every Friday, so new students have a chance to contribute, and adjust as necessary.

T15 Study and learning strategies are integrated systematically into course programmes, are highlighted in the schemes of work, and are evident in classes. Tutorials and individual learning programmes provide guidance in this area.

T16 Teachers encourage students to practise their language in their accommodation and during enrichment activities, and, when possible, they incorporate students' experiences outside the classroom into lessons.

Opportunities to carry out voluntary activities are also provided and are popular with students.

Learner management	Area of strength
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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 A commercially published placement test is used, with a written and spoken element added. To ensure standardisation this is administered by the ADOS.

T18 All students formulate a learner plan with their tutor. The virtual learning environment (VLE) is extremely well used by teachers to record students' individual learning targets and the outcomes of the regular tutorials, tests and homework scores.

T20 Although staff give students advice on their readiness to enter for specific exams, based on their tutorial record, students are given a free hand on exam entry. ELS acknowledges, despite the negative impact on its achievement statistics, that many students need the instrumental motivation of exams, and their limited period in the UK may be their best opportunity to sit for and perhaps attain an international qualification.

T21 Met but, although all students receive a report at the end of their course, which records level and attendance, the record of progress on reports is impressionistic rather than validated. There was, however, no evidence of grade inflation as a result of this. Parents, agents and sponsors may request a termly report.

T22 Students may seek advice from the college's advice and guidance centre for careers and educational opportunities, as well as support from their tutors. Prospectuses for HE are available there, as is help with applications forms. Visits to universities have been arranged when appropriate.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observations	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.	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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In all cases, teachers provided clear, natural models of English and showed an appropriate knowledge of form and function. In some cases, explanations of vocabulary were somewhat complex and, very occasionally, inaccurate.

T24 Lesson plans showed good awareness of students' learning needs and very detailed student profiles. In many segments, responding to these needs was observed in the classroom.

T25 Learning outcomes were often referred to and they were achieved through a logical sequence of activities. Aims were very relevant to students' needs.

T26 A range of appropriate teaching techniques was seen in all segments, but there were instances where opportunities for concept checking were missed and, occasionally, monitoring conversations with individual students were loud and intrusive. Comprehension of instructions was not checked and this led to confusion occasionally.

T27 Teachers managed the classroom environment well. Board work was clear and well organised and resources, mainly coursebook, were used appropriately. Electronic technology was particularly well used.

T28 There was a good deal of instant feedback to students but it was only teacher led. In some cases, on-the-spot feedback interrupted freer speaking activities when delayed feedback would have been more effective. In others, fluency activities were undisturbed but not followed up.

T29 Learning was evaluated by means of checking stages and end of lesson reviews.

T30 In the majority of segments seen, teachers created a dynamic and positive learning environment and, in most cases, students were very engaged with their learning. There was a good rapport and humour was used judiciously and appropriately. Sometimes the atmosphere was rather flat; more personalisation might have helped.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from excellent to satisfactory against the criteria, with the majority being good or better. Teachers demonstrated satisfactory knowledge of linguistic systems and provided appropriate models. Lessons were planned with students' needs in mind, with learning outcomes being shared with learners. Appropriate techniques were employed, and classroom resources were managed well. The evaluation of learning was effective and teachers created an atmosphere conducive to learning.

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

Comments

W1 The safety and security of students are very well ensured by thorough systems and supported by excellent record-keeping and considerable investment in staff training. This includes training for fire marshals as well as fire and bomb security threat training.

W3 Pastoral care is particularly good; with an effective team of well-trained staff having multiple contact points with students ensuring that even the most vulnerable are given the best chance of achieving their aims. Effective systems are in place to ensure that all staff awareness of students' needs is maintained.

W4 Clear and supportive systems are in place to promote tolerance and respect, such as the 'Positive Behaviour Management Policy' and referral system. Record keeping is exemplary, and examples were seen of student behaviour being managed to the benefit of all.

W7 Students receive a wealth of useful information on relevant aspects of life in the UK. This is covered in the pre-arrival student handbook, the accommodation handbooks, and is also communicated face-to-face during the new student induction with the international student support officer.

W8 Health care provision is very effective, with all residence staff being first-aid trained, a college nurse who covers the whole college group and a healthcare assistant, available onsite every morning. The college also has an arrangement with a local GP for all residential students. Homestay hosts are required to register their students with their own GPs.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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.	Strength

Comments

W9 The homestays visited provided very comfortable homes and the residences are of a high standard. The homestays had large gardens and reception areas, and both had separate bathrooms for student use. In the residence, all rooms are spacious, and the majority are ensuite. Wi-Fi is available throughout all accommodation. A number of attractive and well-resourced lounge areas can be found in each residence.

W11 Inspection procedures for homestays are very effective and take place every year. Report systems are used to ensure that inspection dates are identified with ease. Residences are monitored regularly with 'red book audits' to ensure that standards are maintained.

W12 Students receive appropriate levels of information regarding the accommodation booked, and accommodation handbooks include information on the local area. Students are also given contact details of hosts to enable them to make contact before arrival. The hosts spoken to confirmed that this works to everybody's benefit.

W13 There are a number of systems for ensuring that any problems with accommodation are identified quickly. These include initial feedback forms for students (also for parents of under 18s), weekly welfare meetings, student

representatives, and suggestion boxes in each residence. In addition, student feedback on homestay hosts is compiled and shared with them on an annual basis.

W15 The majority of students in the focus group were happy with the food provided, and it is evident that both homestay hosts, as well as catering staff in the residence for under 18s, are very responsive to dietary needs as well as preferences. This is supported by termly food feedback meetings between students, catering managers and the chef.

<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 subsection 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

All relevant criteria in this subsection are fully met.

Leisure opportunities	Area of strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 Students are well informed about events and activities in the local area, through noticeboards, as well as information on the VLE. Due to the department's position within the FE college, international students have ample opportunities to mix with students on other courses via the student union.

W24 As well as a leisure programme specific to the international department, all students also have access to the programme provided by the student union for the college as a whole. The leisure programme and activities provided by the college at large as well as the international department are balanced, varied, based on student input and, as reported in the focus group, popular with the student body in general.

W25 The programme is very well resourced. Teachers support the social programme organiser in the running of activities, and all staff are well-prepared for activities, as confirmed by students in the focus group. The social programme organiser makes regular visits to classes to encourage participation and invite suggestions for future activities.

W26 Robust systems are in place to ensure the health and safety of students taking part in the programme, all of which is managed through 'smart log', a health and safety management system. Health and safety is also a key aspect of the training that all staff receive prior to leading activities.

W27 As well as the general training that all staff receive (see W26), those leading sports activities hold the relevant qualifications and must complete and log continual professional development on an annual basis.

Safeguarding under 18s	Area of strength
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.	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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Strength
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

CELS accepts 16 to 17 year-olds on their English courses, both year-round and on summer courses. At the time of inspection, there were 16 international students under the age of 18 enrolled.

S2 The safeguarding training profile at the college is very good with all staff completing online initial training which is further supported by face-to-face refreshers delivered internally. A weekly newsletter is circulated to all staff to keep them abreast of up-to-date information. Staff also sign agreements to the government's 'keeping children safe in education' guidance. Hosts complete initial training either face-to-face or online.

S4 Recruitment procedures are thorough, such as the confirmation by telephone of written references. All adults in the homestay have relevant suitability checks before students can be accommodated and the college's accommodation database generates monthly reports indicating when further checks are required.

S5 Supervision during lessons and activities is very effective. Attendance is checked daily and the absence of any student under the age of 18 is immediately flagged up to the international student support officer who visits each class every morning. Students staying in the residence for under 18s have at least one additional social event arranged for them each week. Students in the focus group appreciated that attendance is monitored closely and follow-up procedures are effective.

S6 Supervision outside scheduled activities is also very clear both in terms of documentation as well as through induction and further meetings. All stakeholders sign agreement to these rules, and further checks are made during tutorials and residential study sessions.

S7 Accommodation for under 18s is very well managed in both homestay and residence. Under 18s have their own residence on the college campus, where experienced staff ensure that they check in with them on a twice-daily basis. Weekly study sessions within the residence are mandatory and provide another opportunity for staff to ensure the welfare of the students staying there. Thorough risk assessments are in place for those in homestay accommodation, and the hosts visited were very aware of their responsibilities.

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	1991
Last full inspection	March 2018
Subsequent spot check (if applicable)	July 2019
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	OFSTED

State sector

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

Premises profile

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

Student profile

	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	65	50
Full-time ELT (15+ hours per week) aged 16–17 years	16	100
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	81	150
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–24	16–24
Adult programmes: typical length of stay	12 weeks	2 weeks
Adult programmes: predominant nationalities	Japanese	Japanese, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	12
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	25	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

The academic managers do not routinely teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7

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	19	1
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	44	15
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s	65	16
Overall total adults + under 18s	81	