

Organisation name	Chichester College
Inspection date	20–22 March 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity have been addressed.

Summary statement

The British Council inspected and accredited Chichester College in March 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic staff profile, academic management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

The inspection report noted a need for improvement in publicity.

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

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, and outreach centres in Littlehampton and Worthing. In August 2017 it merged with Crawley College to become the largest college in Sussex, at which point Chichester College Group (CGC) was formed.

The college has over 20,000 students of whom over 5,000 are full-time. It offers a wide range of A-level and vocational courses leading to BTEC Diplomas and other vocational qualifications. The college has a long tradition of delivering EFL. The marketing manager estimates that over 90 per cent of international students, whose average stay is 12 weeks, are recruited through agents. The college has approximately 300 active agents, and agency agreements are reviewed every two years.

In September 2016, after a period of consultation, it was decided to radically restructure the EFL provision. The resulting English Language School (ELS) is modelled on private sector provision. The senior manager is the acting director of international operations, who has been in post since January 2018; she reports to a college vice principal, who herself has considerable international experience. Within the international directorate is a transnational post whose holder establishes partnerships abroad to provide Chichester College courses to students in their home countries. Currently these do not include any EFL. Chichester College also owns and accommodates an examination board which offers a suite of EFL exams.

The inspection took place over three days. During this time the inspectors met, together or separately: the CEO, the vice principal, the chief operating officer, the quality manager, the acting director of international operations, the head of learning support, resources and welfare, the international student recruitment and marketing manager, the DOS, the ADOS (also summer provision lead), the international student services manager, the international admissions advisor, the international administrative assistant, the international support officer, 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 student union president, the accommodation co-ordinator, the health and safety team leader, an information technology adviser and the estates manager. Meetings were also held with student representatives and with 14 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, Westgate Field, Chichester, West Sussex PO19 1SB

Description of sites visited

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.

ELS is based on the second floor of C Block, one of the original buildings which the college has long-term aspirations to upgrade. There are eight classrooms, a large staff workroom and a set of offices for ELS 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. ELS 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	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

ELS delivers:

- General English (GE) courses, 16+, Elementary – Advanced (A1-C2) for 50 weeks a year, divided into ten-week units. 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. Since September 2017 GE15 hours has provided 8.7 per cent of students, GE21 hours 36.8 per cent.
- Study Year Abroad (SYA) programme (B1 or B2 entry requirement), 16+. Students may join for one, two or three 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. Since September 2017 SYA has provided 25.7 per cent of GE students.
- Summer at Chichester (25 June – 3 August 2018): as GE, with additional social activities after 15.00 and two excursions per week.
- NCC Education International Foundation Diploma: English language element. Since September 2017 NCC students comprise 2.1 per cent of the ELS students.
- Cambridge International A-level: academic year course. Students study their second year at Chichester; EAP support classes six hours per week. Since September 2017 these students comprise 0.9 per cent of the ELS students.
- Bespoke short courses for integrated or discrete groups 16+: English plus or minus a vocational, academic or work experience strand. Since September 2017 these students comprise 25.7 per cent of the ELS students.

The college's Adult Education department also offers a ten-week GE EFL course three evenings a week, which is taught by a member of the ELS team. Each evening is dedicated to one level.

Accommodation profile

There are two on-campus residences, one restricted to 16 and 17 year-olds; a further off-campus residence is used mainly in the summer. The ELS also makes use of a large number of homestays in, or close to, Chichester.

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 and effectively targeted. Staff management and development is of a high standard and the college has shown commendable flexibility in its ELT quality assurance systems. Student administration operates effectively. Publicity is informative but is not sufficiently clear in some aspects. *Strategic and quality management* and *Staff management* are areas of strength. There is a need for improvement in *Publicity*.

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, much enhanced by its use of display. The classrooms are appropriately furnished and equipped, if stuffy in hot weather. There are a number of food outlets available to ELS students, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are generally 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 *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, generally experienced and well supported by their academic managers and administrators. The courses are well organised, resourced, and reviewed in the light of feedback. However, the many variables in students' attendance patterns pose particular problems and students following the Study Year Abroad pathway require a more EAP- or ESP-oriented programme than a general English course provides. 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* and *Academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students are assured well; accommodation is of a good standard and well managed; and there are ample leisure opportunities. *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. There are full policies and procedures in place to safeguard students under the age of 18. *Safeguarding* is an area of strength.

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 'Changing lives through learning' is clearly stated in documentation and inscribed on walls in corridors. Its vision, to be in the top ten per cent of colleges whilst maintaining inclusivity, is also explicit. The values stated in its 'Core values and behaviours' document are reflected in job descriptions.

M2 The College's current strategic plan relates to the core values and mission, and sets out objectives for the organisation, 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 ELS is working purposefully towards its objectives.

M3 The structure of the ELT operation has been radically changed since the last inspection, and has departed from the norm in FE. It is modelled on the pyramid structure and nomenclature common in the private sector, with four mutually supporting teams. The EFL team consists of a director of international operations as its strategic head and a DoS with responsibility for academic leadership and operational matters, supported by the ADoS. In addition to the teachers, comprising senior teachers, teachers and hourly-paid bank staff, there are three exam, social programme and resources co-ordinators. An international marketing team of five, an international student services team, which includes responsibility for management of the residences, and a business support team supply a substantial, supportive infrastructure.

The current ADoS post-holder is on study leave, and his role and responsibilities have been taken over by one of the senior teachers. Staff reported that this had been a very successful transition.

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 every ten-week block, and departure surveys are administered. It is clear from minutes and reports that the student voice is significant in precipitating change. For example, the afternoon English Extra syllabus was revised in the light of student feedback.

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, ELS has adopted the Accreditation Scheme criteria as the basis for its quality report, so ELS is no longer in line with the criteria used by the rest of the College. This shows very unusual flexibility and initiative within the FE sector. 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

M8 During the recent restructuring some posts were re-classified, and terms and conditions of employment have changed to ensure the survival of the EFL curriculum area. This has in some cases impacted on remuneration and hours of work. Individual members of ELS and the school as a whole are coming to terms with these changes.

M9 Job descriptions are clear, succinct and up to date. They are re-visited during performance reviews.

M10 There is clear documentation outlining procedures and all the checks which reflect best practice are undertaken, as evidenced by individual staff files.

M11 There is an induction and probation policy, and a comprehensive induction checklist which includes information on health and safety and data protection. Four probation meetings are held in the first 40 weeks, before employees are confirmed, or not, in their post. The international admissions advisor, who was newly in post, and recently recruited teachers, all commented on the excellent support available from both the central college staff and the ELS team.

M12 The college has recently moved from a graded performance management scheme to an ungraded one, but the performance review template used for the ELS team does not entirely reflect the changes in the scheme.

M13 Individual professional development targets are set in performance reviews. Regular voluntary 'road shows' on ELT topics, of which there were six last year, are offered by ELS staff, and staff meetings contain a regular professional development slot, although this is not the case during the summer period. Cross-college technical and generic training is available year round, and there are three training days in the course of the academic year which may be divided between specific ELT concerns and college-wide topics. ELS subscribes to a range of ELT journals, and teachers are funded to attend external training events and enhance their qualifications. The development needs of support staff are well catered for, with staff enthusiastic about the amount of training they receive.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Not met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff work to high service standards of four hours for an initial response to an enquiry, and students reported general satisfaction with the service they received both before, during and after enrolment.

M15 The marketing team are proactive at ensuring that agents are well informed about the courses on offer: since the vast majority of students are recruited through agents this is important. The international admissions team are also well versed in explaining the options available. The acting director is currently in talks with A-level and vocational departments to negotiate a stated quota for SYA students on such courses, so that early applicants can be given confirmation of course availability.

M17 When ELS was formed senior managers took the decision to purchase a management information system widely used in the private ELT sector. This gives the academic and administrative staff a flexible and comprehensive system for maintaining records. Designated information is also input into the central college management system, so information can be retrieved from both sources.

M19 The international attendance and punctuality policy is clear and available to students in their handbook and on the virtual learning environment (VLE). Students sign an official declaration acknowledging their understanding of it.

There is a robust system whereby administrative staff check that students are in class, and identify any absentees, who are contacted immediately.

M20 A 'Positive about Behaviour' policy operates within the wider college, and although the international student handbook includes a section on exclusion, it is under the heading 'Referral', and is not together with the attendance and punctuality policy, and so the message is not as transparent or as forthright as the Scheme criterion requires. M21 The complaints procedure and process is clearly outlined in the student handbook. Complaints may be made via the international student services manager or the quality improvement co-ordinator. The procedure was added to the VLE in the course of the inspection.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main form of publicity, but the Chichester English Language School brochure, which is available as a PDF on the website and in print, is also widely used.

M22 This criterion is met overall but there is a tendency in the brochure towards hyperbole, as exemplified by the first section of the Contents page: 'The perfect English College... Perfect Location... A Top Quality English Education...'. These are unverifiable claims.

M24 The minimum enrolment age for groups is not explicit.

M25 There is some ambiguity in the brochure about the tuition costs during the summer period.

M26 The website provides a link to the safeguarding policy. Publicity would be improved if the brochure referred the reader to the information on this topic on the website.

M27 The accommodation information is clearly presented using text, bullet points and a 'Quick Check Guide' and is effectively illustrated with photographs.

M28 The brochure refers to 'our highly qualified and experienced teachers'. This is inaccurate as it does not apply to the full range of staff employed at the time of the inspection.

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

P2 Classrooms in C Block, though more than fifty years old, are generous in size, and are appropriately furnished. The furniture is flexible so various configurations to suit the number of students and the interaction patterns of the lesson are possible, and staff took advantage of this. Classrooms are not entirely free from extraneous noise from adjacent rooms, but this is not disruptive. It was reported that they can become very hot and stuffy in hot weather. Fans are available, but these do not completely alleviate the problem.

P3 The student union building provides a common room, but many ELS students use the sofas in the wide corridor between classrooms on the second floor of C Block as social space. There is an excellent range of food outlets, which are contracted out to external companies/chains. The largest is the extensive college cafeteria which also provides social space where students can relax as well as consume. In addition there are smaller commercial coffee shops and food outlets, as well as a training restaurant and coffee shop, run by the college's catering and hospitality students.

P4 There is a water dispenser in every block. In C Block it is on the ground floor. A very wide choice of food is available from the various outlets. The cafeteria offers a varied range of reasonably priced sandwiches, salads, snacks, drinks and hot meals from three 'regions'. There are also numerous vending machines throughout the college.

P5 Buildings and classrooms are well signposted. Walls throughout the college are used for both permanent displays, such as motivating quotes, and posters showing the destinations into work of alumni, and temporary displays contributed by curriculum areas. At the time of the inspection there was one, for example, on fake news. ELS classrooms also showcased students' work, and the ELS corridor the leisure programme and other informative displays. The use of display throughout the campus creates a stimulating learning environment.

P6 Staff share a very large workroom adjacent to the ELS offices and separated from the classroom area, and they have access to a smaller room for making hot drinks. The staffroom also suffers from the heat in hot weather.

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.	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

P7 GE students receive a coursebook for their first block of up to ten weeks of morning classes, which is included in the course fee. Beyond this, and during the summer period, students are expected to buy one. For the afternoon skills-based lessons and the exam preparation classes class sets are lent. Students have access to a range of self-study materials in the library/self-access centre, and are given a self-study software package whose use extends three months beyond the limits of their course.

P8 The staff workroom houses a comprehensive collection of coursebooks and accompanying teachers' books and software for all levels. Exam resource books, games and activities, business, EAP, ESP, teacher resource books and general interest DVDs are included in the collection.

P9 There are interactive whiteboards (IWBs) in every ELS classroom bar one; the college has a well-developed VLE and ELS has a first-call computer suite. There are also banks of computers for students' use in the library. There is a dedicated resource co-ordinator post whose holder has responsibility for cataloguing the book collection and supporting teachers with its use, and with IT training and issues. She has recourse to the expertise of the IT department if she herself needs support. The college also offers regular staff development sessions relating to educational technology.

P11 Students receive induction into the IT systems and particularly the VLE on arrival, and this is followed by a later session to consolidate learning.

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.	Met

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
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Comments

T1 One teacher did not have a general level of education normally represented by a Level 6 qualification. The rationale for this teacher was accepted within the context of this inspection. She had sufficient life experience and breadth of interests.

T2 A high proportion of the teachers hold a TEFLQ qualification.

T4 There have been a number of changes in the academic management team since the last inspection. Last academic year, a new DoS was appointed, when his predecessor left, and a senior teacher was appointed to the ADoS position to cover study leave. The senior teachers, who are all TEFLQ and sufficiently experienced, also share some of the academic management responsibilities, such as teacher observation. Unfortunately, the new DoS was on sick leave for a period at the beginning of the 2017-18 academic year, and his role was covered by the ADoS with support from the senior teachers. The current director of international has not yet completed her probationary period. However, both academic managers are well qualified and experienced for their roles, and provide open-minded, decisive leadership. Despite a period of dislocation caused by the changes in personnel and the restructuring and rebranding, the academic management has been dynamic and enterprising. A few of the more recent changes to systems and procedures have not yet had time to become fully embedded.

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' strengths and preferences, as well as relevant experience and aspirations, are taken into account when staffing courses. Less experienced staff can request to cover different levels and courses, and where this is actioned support from senior academic managers is provided. Hence more junior staff are encouraged to broaden their teaching range. In the summer period when a number of new staff are employed care is taken to deploy staff in line with their experience and preferences.

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. Further variables are the continuous enrolment, the fact that some students study for 15 and some 21 hours per week, the SYA students' varying timetables in their academic/vocational subjects, and the students' different targets. Classes appeared coherent in terms of level, and students did not comment on the fluctuating size and composition of classes. Timetabling is accomplished with considerable expertise.

T7 There is always a teacher on 'Monday cover' 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.

T8 Students join ELS on a Monday, when they are tested, inducted, and orientated, and attend their first class on a Tuesday. Their minimum stay is two weeks. The impact of continuous enrolment has been discussed at a staff meeting, and teachers concluded that they had their own strategies for integrating new students into their class. They are supported in this by the incremental nature of the coursebooks, the tutorial notes on the VLE and the schemes of work. Mondays are used to review the previous week's work, and nothing is carried over from Mondays to Tuesdays. This apart, however, procedures for introducing students into their different classes and for reviewing and previewing work are not clearly defined.

T9 A 'buddy' system is in operation for all new staff. The ADoS is available for consultation on operational matters, and the DoS on policy-related ones, though both operate an open-door policy. Specific support is provided for staff embarking on new areas (see T5 above). An intensive support programme, if required, can be instigated drawing on the expertise of a college professional learning coach. Staff commented that they felt very well supported in the classroom by their academic managers and their colleagues. ELS subscribes to a range of ELT journals, and teachers are funded to attend external training events and enhance their qualifications.

T10 The college has recently moved to a two cycle system of annual observations, the first managerial and the other peer. The latter system involves the teacher in choosing an observer, who has to have undergone the in-house observation training. Management observations in ELS are divided between the five senior teachers and the two academic managers. The team has met to discuss findings and a spreadsheet identifying common weaknesses

has been instigated, but the outcomes of the findings have not yet been identified or implemented. At the implementation stage, managers need to strike a balance between prescribing minimum standards and relying on teachers' professionalism.

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.	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.	Met

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 plan.
A general English coursebook is followed in the morning periods and the afternoon skills classes generally follow a skills-based coursebook. The afternoon courses are designed to address the particular skills needs of students. However, since 15-hour students do not attend in the afternoons, the afternoon courses are freestanding in terms of course design and there are no formal systems in place to establish coherence between the morning and the afternoon lessons for the 21-hour students, who are the majority. The tutorial system supported by the VLE may well provide sufficient information on individuals to craft a course accordingly, but this places a particularly heavy burden on the class teachers.
The coursebook changes every ten-week block. Schemes of work indicate objectives at each level, but it is not clear from these which sub-skills are being consistently developed in the courses.

T12 Coursebooks are changed in response to both formal and informal feedback from staff and students. It could be argued that students following the SYA pathway require a more EAP- or ESP-oriented programme than a GE coursebook provides. In the review process the needs of the increasing number of SYA students should be taken into account.

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

T14 There is a range of extra-curricular activities available to students, in the form of sports, films, excursions etc., but there is no guarantee that in any one class students will have shared the same experience. In the summer period, when students' experiences are more uniform, language work and excursions are often integrated, but not in a very systematic way. There could be a greater focus on linking the language curriculum to the leisure activities.

T15 Study and learning strategies are integrated systematically into course programmes, are highlighted in the schemes of work, and are evident in classes.

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. However, there are no overall guidelines in place to ensure a consistent approach to this.

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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T17 A commercially published placement test is used, with a written and spoken element added. To ensure standardisation this is administered by the senior teachers and the ADoS.	
T18 All students formulate a learner plan with their tutor. The VLE is extremely well used by teachers to record students' individual learning targets and the outcomes of the regular tutorials, tests and homework scores. Although the staff handbook outlines a marking code for written work, this does not appear to be universally adopted by teachers, and a consistent 'feed forward' approach to training students to be alert to their own systematic errors in the next piece of written work does not appear to be in place.	
The ELS has experimented with methods of identifying and quantifying student progress, and the DoS is currently exploring recent research on tracking progress, as part of the on-going review of this area.	
T20 Although staff give students advice on their readiness to enter for specific exams, based on their tutorial record and a barrier test, 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 All students receive a report at the end of their course, which records level and attendance. Parents, agents and sponsors may request a ten-weekly 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.	

Classroom observation record

Number of teachers seen	12
Number of observations	13
Parts of programme(s) observed	GE 15, GE 21, Adult Education GE, International A-levels

Comments

One teacher was observed twice as he was timetabled to teach GE and the adult education provision. The NCC International Foundation Programme language element was not observed. There were no bespoke courses running at the time of the inspection.

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.	Strength
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 Most teaching staff demonstrated sound knowledge of English in use, in both planning and execution. In general there was a good focus on pronunciation of individual words, with accurate models, but little attention was paid to longer utterances or supra-segmental features, except in the best segments. Some teachers provided a clear visual representation of word stress and linking, but this was not universal. A record of word class, articles and regular/irregular verbs was not provided in all segments where this was relevant. In some segments teachers missed opportunities to explore and/or clarify differences in meaning or draw students' attention to collocation and style/register, but in better segments this was effectively handled.

T24 Student profiles were provided, many of which were very detailed and showed a thorough understanding of the varied needs of the group. Plans demonstrated an excellent focus on differentiation, which was carried forward into

the classroom. Possible problems arising from the language and/or the dynamics or composition of the group were effectively identified. In the GE classes topics and materials were broadly appropriate to the students. (See also T11 and T12.) The international A-level group were appropriately catered for in their EAP provision.

T25 Aims were clearly indicated on the board in all classes, some expressed as outcomes for the learners, and sometimes referred to and related back to previous lessons. There were clear links between the activities planned and the desired outcomes. In weaker segments outcomes in both plans and on boards were really procedures, such as 'to complete a multiple matching activity', without showing awareness of, or drawing learners' attention to the underlying purpose of the exercise. In exam preparation classes teachers did make explicit the links between the assessment and the exercise type or activity. In many classes teachers had identified appropriate learner training aims, such as methods of recording vocabulary.

T26 A range of techniques was observed: sound use of nomination, purposeful eliciting, effective prompting and monitoring, some well-formulated concept question, a variety of methods for checking the answers to exercises, some clear grammatical explanations and examples. Not all segments, however, displayed a consistently wide range. In stronger segments there were varied techniques for pronunciation drilling, but these were more limited in less strong segments. Some teachers did not pay attention to the volume of their voices, especially when monitoring. Few teachers reviewed their written outcomes at the end of a stage or lesson, or used them to help students estimate how much or little progress they had made in the area.

T27 The coursebook generally provided a supportive framework for lessons. Interactive whiteboards were used competently and professionally to enhance the planned lesson, though were less effectively employed for incidental use such as dictionary work or to warm up a class to the topic. There was considerable variance in effective use of the conventional whiteboard. Often scant attention was paid to whiteboard organisation, and boards were under-used to record incidental new lexis systematically. In weaker segments instructions were not always demonstrated or exemplified.

T28 There was some correction of pronunciation and grammar, and some feedback on speaking activities, with some effective delayed correction. Oral feedback was generally well handled and peer-to-peer correction was encouraged in some segments. Listening skills were not always well taught in the weaker segments with coursebook texts sometimes used in testing mode rather than the teacher encouraging the class to explore the reasons for inaccurate answers.

T29 Although there were a number of instances at the micro level of, for example, staff indicating intended outcomes, referring to previous learning, checking understanding of target language, and extending students' knowledge of how new lexis can be used in context, there was little at the macro level to help students make their personal learning in the period of the lesson explicit and visible.

T30 Staff were very encouraging and non-threatening, and a good pace was maintained in better segments. There was an effective balance of teacher and student talking in the majority of lessons. Teachers' language was always appropriate, and there was a positive learning atmosphere in most classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The majority of segments observed were satisfactory or good, a few were excellent and a small number were unsatisfactory. Knowledge of English in use was sound in most cases, and most teachers provided effective models, though this was not consistent across all the segments observed. Materials selected promoted learning and were appropriately adapted or prepared for the group. Staff had a clear understanding of the outcomes they wanted for their students, and although these were shared with the students, they were not always reviewed. Teachers demonstrated a range of techniques which supported their students' learning. Classroom resources, with the exception of the conventional whiteboards, were used effectively. Feedback on individual linguistic and skills areas was uneven. In all classes, however, more was needed to guide students to an understanding of their own strategies and to help them to reflect on their own learning. By and large, teachers were sensitive to individual and whole class needs, which resulted in a relaxed classroom atmosphere, and created a positive learning environment.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength

W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Safety and security are well assured through the use of access checks, CCTV, first aid measures, full risk assessments and regular fire drills. Visitors are escorted by a member of staff while on the premises

W3 The international student support officer (ISSO) is the named person identified to students at inductions and in the student handbook. Students in the focus group were quick to identify her as the person they would turn to with problems, but they also said they would talk to their teachers if the need arose. There is a welfare interview for each under-18 student each term conducted by a member of the international student services manager's (ISSM) team. Included in this is reference to e-safety, safeguarding, Prevent and equality and diversity.

W4 A 'Positive about Behaviour' policy has recently been adopted to deal with any abusive behaviour by staff or students. It is supported by the community student support officer. Prevent policies are in place and there are prominent noticeboard displays affirming British values.

W7 Very full information on life in the UK is provided, initially through a link given in the conditional acceptance letter and subsequently in the student handbook.

W8 Students are informed of their rights regarding medical and dental treatment through the NHS in the international handbook, at induction and on noticeboards. In addition to the first aiders, there are two college nurses, four counsellors and access to external agencies providing assistance in sexual and mental health. Under 18s are automatically registered with a GP; over 18s are advised to.

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.	Met

Comments

W9 All the requirements for a comfortable living environment were found in the homestays visited and in the residences. All the accommodation visited was of a high standard.

W11 All accommodation is inspected at least once a year. Initial visits are made by two members of college staff. Fire risk assessments are carried out annually in residences. Homestays are checked for smoke and carbon monoxide detectors, and providers are asked to familiarise students with the sound of alarms and exit routes when they arrive.

W12 Students receive very full details of their accommodation before arrival. In the case of homestays this includes a host profile, the distance from the college and transport details if the distance is not easily walkable. There is also a comprehensive Homestay Student Accommodation Guide.

W13 There are accommodation inductions for all students in college-managed accommodation at which problem-solving procedures are outlined. There are student representative meetings in the residences.

W15 Well-balanced meals are available to students in accommodation and in a range of college catering facilities.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically	Met

request this in writing.	
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

W20 This requirement is mentioned in the homestay terms and conditions and the actual provision is monitored at the first-day induction.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W21 There is information about the implications of living in private rented accommodation on the website and on noticeboards in the college. It could also usefully include advice to international students about the reduced opportunities for using their English in such accommodation.

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.	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.	Strength

Comments

W23 Information is available about events in the local area but the emphasis is on the college's own provision of leisure activities. These are provided through the student union, the college's own enrichment service and an international social programme co-ordinator; these co-operate, working out of the student experience office. The college has extensive sports facilities including a sports centre with a hall, a well-equipped gym and multi-purpose room, playing fields, an AstroTurf pitch, tennis courts and a rock-climbing wall.

W24 The college runs 32 activities throughout the year and there are day trips, themed events such as an international day and charity and awareness-raising activities. There are some dedicated leisure events for international students and under 18s, based on student requests. Additional activities are provided during the summer period.

W26 There are full risk assessments and emergency guidelines for all events.

W27 Activities are under the direction of suitably trained staff. All staff accompanying excursions are required to have completed training for that purpose. Excursion leaders must have signed approval from college management; they are required to complete risk assessments before obtaining this.

Safeguarding under 18s

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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to	Strength

under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	
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.	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 28 16- and 17 year-old students enrolled; in the peak week there were 35 such students.

S1 There is a comprehensive policy that is updated at least annually. Operational responsibility for safeguarding is delegated by the designated safeguarding lead to a deputy who heads a team of eight suitably trained safeguarding officers with nursing, counselling and e-safety support.

S2 The policy is available online and in hard copy. All staff and homestay providers are trained to basic awareness level at induction and are then retrained every two years. Staff with specific safeguarding roles have received specialist training for safeguarding lead level.

S4 Recruitment procedures are in line with safer recruitment good practice and the college's policy. 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 Attendance is checked daily and the absence of any student under the age of 18 is immediately flagged up to the ISSO who visits each class every morning. There is at least one social event arranged each week for students living in the under 18 residence.

S6 Suitable rules are in place for under 18s. If these are not followed, an incident report or 'cause for concern' notification is generated and followed up.

S7 Accommodation arrangements for students are suitable. In exceptional cases students aged 17, if they request it, are allowed to cater for themselves in homestays with parental consent.

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	July 2014
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
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None
Other accreditation/inspection	OFSTED

State sector

Type of institution	General 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 visited	None
Details of any additional sites not in use at the time of the inspection	None

Student profile

	At inspection	In peak week: March (organisation's estimate)
Peak ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	112	132
Full-time ELT (15+ hours per week) aged 16–17 years	29	35
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	25	25
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	166	192
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–25	16–25
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Japanese	Japanese

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	18
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	8	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	8
Academic managers without TEFLQ qualification or three years relevant experience	N/a
Total	8
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	6
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	N/a
Total	14
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	33	10
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	77	18
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	1
Staying in privately rented rooms/flats	27	0
Overall totals adults/under 18s	137	29
Overall total adults + under 18s	166	