Organisation name | Ealing, Hammersmith and West London College
---|---
Inspection date | 16–20 March 2015

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

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

**Recommendation**

We recommend continued accreditation.

**Publishable statement**

The British Council inspected and accredited Ealing, Hammersmith and West London College in March 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the area of teaching.

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

#### Inspection history

<table>
<thead>
<tr>
<th>Dates/details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First inspection</td>
<td>February 2003</td>
</tr>
<tr>
<td>Last full inspection</td>
<td>April 2011</td>
</tr>
<tr>
<td>Subsequent spot check (if applicable)</td>
<td>July 2012</td>
</tr>
<tr>
<td>Subsequent supplementary check (if applicable)</td>
<td>N/a</td>
</tr>
<tr>
<td>Subsequent interim visit (if applicable)</td>
<td>N/a</td>
</tr>
</tbody>
</table>

#### Current accreditation status

Accredited

#### Other related non-accredited activities (in brief) at this centre

ESOL, CELTA, DELTA, FE ESOL teacher training courses

#### Other related accredited schools/centres/affiliates

N/a

#### Other related non-accredited schools/centres/affiliates

N/a

### State Sector

#### Type of institution

FE College

#### Other accreditation

N/a

### Premises profile

#### Address of main site

Gliddon Road, Barons Court, London W14 9BL

#### Details of any additional sites in use at the time of the inspection

Ealing Campus, The Green, Ealing, London W5 5EW

Provision includes part-time daytime and evening EFL.

#### Details of any additional sites not in use at the time of the inspection

Acton Campus, Gunnersbury Lane, Acton, London W3 8UX

#### Profile of sites visited

EFL is offered through the Language School at the Barons Court (Hammersmith) and Ealing sites. Until recently, IELTS courses (and training for IELTS teachers) took place on the Acton site; these activities have now been transferred to Barons Court, where the large IELTS test centre is also located. The Hammersmith branch comprises a substantial set of buildings on a compact site in a residential area very close to Barons Court underground station; the Ealing branch consists of a combination of older and newer buildings backing on to a public park. There are staff rooms, learning centres, canteens and student common rooms on both sites.

### Student profile

#### Of all international students, approximate percentage on ELT/ESOL courses

<table>
<thead>
<tr>
<th></th>
<th>At inspection</th>
<th>In peak week February (organisation's estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

#### ELT/ESOL Students (eligible courses)

<table>
<thead>
<tr>
<th></th>
<th>At inspection</th>
<th>In peak week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time ELT (15+ hours per week) 18 years and over</td>
<td>241</td>
<td>260</td>
</tr>
<tr>
<td>Full-time ELT (15+ hours per week) aged 16-17 years</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Full-time ELT (15+ hours per week) aged under 16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time ELT aged 18 years and over</td>
<td>447</td>
<td>505</td>
</tr>
<tr>
<td>Part-time ELT aged 16-17 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time ELT aged under 16 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall total of ELT/ESOL students shown above</td>
<td>707</td>
<td>790</td>
</tr>
</tbody>
</table>

#### Minimum age

16

#### Typical age range

20–40

#### Typical length of stay

2 terms

#### Predominant nationalities

Spanish, Italian, Polish, Colombian, Thai, Vietnamese, Indian

#### Number on PBS Tier 4 General student visas

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Number on PBS Tier 4 child visas

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>At inspection</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Number on student visitor visas</td>
<td>26</td>
</tr>
<tr>
<td>Number on child visitor visas</td>
<td>0</td>
</tr>
</tbody>
</table>

### Staff profile

<table>
<thead>
<tr>
<th>Profile</th>
<th>At inspection</th>
<th>In peak week (organisation’s estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of teachers on eligible ELT courses</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>Number teaching ELT under 10 hours/week</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Number teaching ELT 10-19 hours/week</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Number teaching ELT 20 hours and over/week</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total number of administrative/ancillary staff</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Academic staff qualifications to teach ELT/TESOL

#### Profile in week of inspection

<table>
<thead>
<tr>
<th>Professional qualifications</th>
<th>Total number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma-level ELT/TESOL qualification (TEFLQ)</td>
<td>24</td>
</tr>
<tr>
<td>Certificate-level ELT/TESOL qualification (TEFLI)</td>
<td>10</td>
</tr>
<tr>
<td>Holding specialist qualifications only (specify)</td>
<td></td>
</tr>
<tr>
<td>YL initiated</td>
<td></td>
</tr>
<tr>
<td>Qualified teacher status only (QTS)</td>
<td></td>
</tr>
<tr>
<td>Rationale(s) required for teachers without appropriate ELT/TESOL qualifications</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

These figures exclude the academic manager(s)

### Comments

The five members of the academic management team are also all TEFLQ, but do not normally have a teaching role.

### Course profile

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

### Comments

16 and 17 year-olds are enrolled on adult courses. One-to-one teaching is available, either as a top-up or as a customised course. Students under 16 are accepted on closed-group courses.
### Accommodation profile

<table>
<thead>
<tr>
<th>Number of students in each at the time of inspection (all ELT/ESOL students)</th>
<th>Types of accommodation</th>
<th>Adults</th>
<th>Under 18s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arranged by provider/agency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homestay</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Private home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hotel/guesthouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent self-catering e.g. flats, bedsits, student houses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arranged by student/family/guardian</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying with own family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying in privately rented rooms/flats</td>
<td>686</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

[College records do not distinguish between students staying with family or in privately rented accommodation]

<table>
<thead>
<tr>
<th>Overall totals adults / under 18s</th>
<th>688</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall total adults + under 18s</td>
<td>707</td>
<td></td>
</tr>
</tbody>
</table>

### Introduction

Ealing, Hammersmith and West London College is the largest FE college in West London and one of the largest in the UK, with four main sites and over 20,000 students. EFL is offered through the Language School, which also runs EFL teacher training programmes and the IELTS test centre.

Following the appointment of a new principal in July 2014, there have been several changes at senior management level, and some restructuring. One consequence for the Language School has been that all EFL activity is now located on only two sites, Hammersmith (Barons Court) and Ealing. A second is that the head of the Language School now reports to the managing director: planning and commercial development—a new role within the organisation, who also oversees the directorates of international and business solutions.

During the academic year, both the Hammersmith and Ealing centres offer general English daytime and evening classes at a range of levels and including examination preparation. Although full-time courses are offered only at Hammersmith, students who prefer to study in Ealing can make up a full-time programme consisting of two or more part-time courses. IELTS classes are offered only at Hammersmith, where the college’s large IELTS test centre is located. Summer courses are offered on both sites.

The inspection took place over four and a half days and four evenings and covered two sites. Meetings were held with the principal, the managing director (business and development), the head of quality and performance, the head of learner information, the head of registry and exams, the head of information systems, the head of the Language School, the two EFL curriculum managers, the IELTS manager and the commercial development and delivery officer for the Language School, a teacher trainer with continuing professional development (CPD) responsibilities, the visa compliance officer, the senior international officer and a student support officer, the safeguarding officer, the interim head of academic studies (with responsibility for the learning centre in Hammersmith), the learning centre manager in Ealing, and the health and safety manager. Focus groups were held with students aged 18+ and under 18 in both Hammersmith and Ealing and with teachers on both sites. One inspector visited three homestays and the accommodation agency used to arrange homestays.

### Management

#### Legal and statutory regulations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>See comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Declaration of compliance</td>
<td>☑</td>
</tr>
</tbody>
</table>
Staff management

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

Comments
M2 The management structure is clear. The head of the language school, who reports to the managing director (business and development), supervises EFL provision across the Hammersmith and Ealing campuses. Day-to-day academic management for general English and Cambridge main suite examination-preparation courses is in the hands of the curriculum managers (CMs) for Hammersmith and Ealing, one of whom also coordinates the summer schools, and the IELTS manager is responsible for IELTS preparation courses.

M4 Effective communication systems are in place. Regular minuted meetings take place between the head of the Language School and the CMs and between the CMs and teaching teams. The head of the Language School also has monthly one-to-one meetings with his line manager. The college intranet carries news items and the principal sends a weekly update to all staff.

M6 Copies of qualifications were not present in all personnel files and, where present, had not been endorsed to show that the originals had been seen. When teaching staff are employed through an agency it has not been college policy to require the agency to produce evidence of their qualifications. Copies of these and other missing qualifications were produced during the inspection. In some instances, an individual file contained only one of the two references requested; in other cases, no references were on file. Incomplete compliance with this criterion was a point to be addressed in the report on the 2011 inspection, and – despite assurances that HR policy had been amended to comply fully with the criterion – was identified as an outstanding issue in the report on the spot check in 2012 (criterion T6 in both reports).

M8 With the exception of agency teachers, all staff are subject to an annual appraisal by their line manager. Teacher performance is also monitored through lesson observations and student feedback.

M9 There is good provision for continuing professional development (CPD). The appraisal process is a formal opportunity for all staff to discuss their wishes or need for further study or training, and the professional development team run courses and respond to requests for support and guidance as well as maintaining a helpful website. Several EFL staff had benefited as a result, and at the time of the inspection a number were participating in internal courses or being trained to take on roles as IELTS teachers or CELTA or DELTA trainers. In addition to a college-wide development day, a week is allocated at the end of the academic year for curriculum review, planning and professional development activity. The college expectation is that all full-time permanent teachers will undertake a minimum of 30 hours’ CPD each year and keep a log evidencing this. There is currently no procedure for checking that logs are kept.

Student administration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M10 Administrative staff and resources</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M11 Information on course choice</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M12 Enrolment procedures</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M13 Student records</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Report expires 31 March 2020
M14 Student attendance policy

M15 Conditions and procedures

Comments

M11 Descriptions of courses on the website are clear and normal college processes provide for students being given individual face-to-face guidance on course choice at the point of enrolment. Students in the focus group in Ealing also commented on the helpfulness of staff; however, some written feedback from students in Ealing indicated that they had been less than satisfied with the information available on the website, and minutes of a student forum in Hammersmith reported that students had been given wrong information by international office staff. There was no evidence that this negative feedback had been investigated.

M12 Enrolment procedure are efficient and a sensitively flexible approach is adopted to fee payment.

M14 The college sets demanding standards for attendance which are known to students. The electronic record-keeping system facilitates tracking and reporting on attendance and there are procedures for monitoring and following up absence. However, checks on a small number of students with poor attendance records suggested that follow-up procedures have not always been implemented, even in the case of students on visas.

M15 The student disciplinary/capability procedure describes and differentiates between various forms of misconduct and includes a carefully staged series of warnings and sanctions. The separate ID card policy also makes it clear that refusal to carry ID could ultimately result in exclusion. Students sign a code of conduct, but the various types of misconduct which might lead to their being asked to leave a course need to be made more explicit.

Quality assurance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M16 Action plan</td>
<td>☐</td>
<td>☒</td>
<td>N/a</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>M17 Continuing improvement</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>M18 Student feedback and action</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>M19 Staff feedback and action</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>M20 Complaints</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments

M16 Almost all points raised in the last report had been addressed, but see M6 and M9.

M17 The quality assurance cycle monitored by the Quality Unit provides for regular review of courses, and reports feed into the annual departmental self-assessment report.

M18 Initial and end-of-course student feedback is not collected during the academic year. End-of-course feedback is obtained on the summer school but there is no analysis or identification of points requiring action until after the end of this period. During the academic year, in line with college systems, questionnaire feedback is collected towards the mid-point of each term. Like the summer school data, this is statistically collated and individual comments noted verbatim. In both cases, the data merits more rigorous analysis with a view to identifying trends and issues requiring action and dissemination. Student forums also provide an opportunity for students to voice concerns. These are minuted and some evidence of follow-up was seen, but consideration is needed as to how best to inform all students on actions taken.

M19 Staff meetings, review sessions and appraisals offer opportunities for staff to give feedback. This is recorded in minutes of meetings and reports, but action taken is not always noted. The principal holds termly surgeries for staff on each campus and the college also conducts an annual staff survey; the results of this are summarised and disseminated.

M20 Evidence was seen that complaints are recorded and followed up.

Publicity

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>M21 Accessible accurate language</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>M22 Realistic expectations</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>M23 Course description</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>M24 Course information</td>
<td>☐</td>
<td>☒</td>
<td>N/a</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>M25 Cost</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>M26 Accommodation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
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</tr>
<tr>
<td>M27 Leisure programme</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>M28 Staff qualifications</td>
<td></td>
<td></td>
<td>N/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M29 Accreditation</td>
<td></td>
<td></td>
<td>N/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

The website is the main medium of publicity. The comments below are also based on the prospectuses *English Courses 2014-15* and *International Course Guide 2014-15*, and a leaflet describing IELTS courses.

M21 The language used in publicity is accessible to target students. Minor proofreading errors were noted.
M22 In descriptions of year-round programmes there is reference to ‘extra-curricular activities’. Since no extra-curricular activities are provided as part of such programmes, this may give rise to unrealistic expectations. The IELTS information contains claims of a high ‘pass rate’, but IELTS results are not expressed in pass-fail terms.
M25 The prospectus *English Courses 2014-15* states that some excursions are free but that students pay for transport and any entrance fees. This is confusing without further clarification.
M26 Information on homestays makes use of the term ‘family’, which may be misleading.
M27 The description of the summer leisure programme is accurate. Passing reference in descriptions of year-round programmes to some ‘extra-curricular activities’ being included in the course fee is misleading since none are organised (see M22).
M28 The description in the *International Course Guide 2014-15* of summer school staff as ‘highly experienced’ is not an accurate description of all teachers employed on the summer school.
M29 A poster listing all the college’s accreditations makes use of the accreditation marque which does not specify ‘for the teaching of English’. Similarly, the introduction to *English Courses 2014-15* states that the college is accredited by the British Council without the words ‘for the teaching of English’.

**Management summary**

The provision meets the section standard. Management systems are generally sound and the management of the provision operates to the benefit of its students. There is a need for improvement in *Publicity*.

**Resources and environment**

**Premises and facilities**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 Adequate space</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>R2 Condition of premises</td>
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<tr>
<td>R3 Classrooms and learning areas</td>
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<tr>
<td>R4 Student relaxation facilities</td>
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<tr>
<td>R5 Signage and display</td>
<td></td>
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<td></td>
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<tr>
<td>R6 Staff room(s)</td>
<td></td>
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</tbody>
</table>

**Comments**

R2 In general, college premises on both sites are in a reasonable state of repair, decoration and cleanliness, and there was evidence of a commitment to improve facilities, examples being the creation of two new and well-equipped classrooms in Ealing and an additional student common room which is close to completion in Hammersmith. However, there have been repeated complaints, evidenced in minutes of meetings and email correspondence, from students and staff about both the cleanliness and maintenance (including door locks) of toilets on the Ealing campus. By the time of the inspection no effective action had been taken to deal with these complaints. Open rubbish bins in the canteen area in Ealing and the health and safety issues raised by objects on the floor by the exit from the canteen in Ealing were also seen as causes for concern.
R4 The main internal student relaxation facility in Hammersmith is a large open area which incorporates seating and games but is also a thoroughfare to the canteen. An additional student common room which will offer a quieter area for student relaxation has been partially completed. There are also external seating areas. In Ealing, where the college backs on to a public park, the student common room/games room and canteen form part of the same area. Students in the 18+ focus group in Hammersmith were not satisfied with the variety of food available in the canteen and felt that there was inadequate provision of healthy options.
R5 Signage is generally satisfactory. However, on the Ealing campus, there is no sign from the reception area to the learning centre, and some students did not know where this was. In Hammersmith, more information might be displayed on noticeboards.

R6 Working facilities for teachers are adequate. In Hammersmith, teachers are dispersed around workrooms on several floors, and face-to-face communication between teachers and between academic managers and teachers would be more convenient if these rooms were closer together, a proposal currently under discussion. In Ealing, EFL teachers, all of whom are part-time, currently share a crowded staffroom with ESOL teachers, but there are plans to create a separate staffroom for the EFL teachers.

<table>
<thead>
<tr>
<th>Learning resources</th>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7 Learning materials</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R8 Resources for teachers</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R9 Educational technology</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>R10 Self-access facilities</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>R11 Library/self-access guidance</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>R12 Review and development</td>
<td></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Comments

R9 All classrooms are well equipped, with data projectors as a minimum. Some rooms also have an overhead projector and two new classrooms in Ealing have flat screen TVs. An issue in most rooms is that teachers’ options are limited by the fact that projection is either on to the whiteboard or a screen which obscures the whiteboard. Teachers in the focus groups felt that they had good technical support.

R10 Learning centres on both sites are well equipped and well organised. In both cases, the Dewey system has been combined with colour coding to make it easier for EFL students to identify suitable resources.

R11 Learning centre staff on both sites are experienced and enthusiastic, and in Ealing a carefully designed video induction has been prepared. Continuous enrolment following the main intakes nevertheless poses a problem: although staff in the learning centres are willing to provide induction sessions on request from teachers or individual students, it was clear from the student focus groups that some students had not received any form of induction into the learning centres.

Resources and environment summary

The provision meets the section standard. The learning environment and classroom resources support and enhance the studies of students enrolled with the provider and offer an appropriate professional environment for staff. Staff facilities will be enhanced in Ealing if the current proposal for a separate EFL staffroom is actioned. Attention is needed to certain aspects of the premises in Ealing.

Teaching and learning

Academic staff profile

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

Comments

T1 Five teachers do not have a level 6 qualification, of whom two were in the process of completing a level 7 qualification. Rationales for all five were accepted in the context of this inspection.

T2 One teacher does not have a teaching qualification that meets Scheme requirements.

T3 The teacher referred to in T2 has substantial appropriate teaching experience and a relevant Master’s degree. Support is also available from academic managers and the professional development team. The rationale was accepted in the context of this inspection.
The academic management team consists of the head of the Language School and four other staff in curriculum manager/professional coordination roles. All are TEFLQ and suitably experienced.

### Academic management

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>T6 Deployment of teachers</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>T7 Timetabling</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>T8 Cover for absent teachers</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>T9 Continuous enrolment</td>
<td>☐</td>
<td>☑</td>
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</tr>
<tr>
<td>T10 Support for teachers</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
<td>☐</td>
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<tr>
<td>T11 Observation and monitoring</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments**

T6 Teachers of general English classes are deployed according to their experience and preferences. Business English classes are taught by staff with relevant experience. IELTS preparation courses are taught by a small team who receive special training for this role. The team includes IELTS examiners.

T8 Cover arrangements are limited for morning classes, which constitute the bulk of the provision. Curriculum managers, who have a non-teaching role, provide short-term cover, or agency staff are brought in. Inspectors were told that, if a teacher is absent at very short notice and class numbers permit, classes might be merged, and that some months previously a class had been cancelled but a make-up class arranged. During the week of the inspection, a curriculum manager was acting as a cover teacher for an evening class and an agency teacher covered a signalled absence from a morning class.

T9 The use of coursebooks as a mainstay of course design may reduce the burden on teachers faced with continuous enrolment. However, standardised procedures are needed to ensure that all students receive a similar orientation to their course.

T10 Teachers are supported in a number of ways. The professional development website contains very helpful practical guidance – for instance, on planning schemes of work and lesson planning, and advanced teachers are available to give individual help as needed. In Ealing, there are resources on a shared drive and teachers on both sites can access the teacher section of the Hammersmith learning centre. A small number of EFL-specific teacher forums had taken place in the previous year, but teachers in the Hammersmith focus group said that they would appreciate more frequent opportunities to discuss and share classroom practice at times when all staff were available.

T11 All teachers are subject to an annual graded observation by a TEFLQ manager. The process encourages teachers to evaluate their own performance and to identify with the observer aspects of good practice for dissemination and action points for development. The records sampled had been conscientiously completed. Teachers whose lessons are graded 3 or 4 on a four-point scale are mentored by a member of the professional development team and then re-observed, and records of re-observations were seen. In the previous academic year, external consultants had also been involved in the observations in order to verify the judgments of the internal observers and bring new perspectives to the process. In addition, thematically focused ‘learning walks’ have recently been introduced by managers to obtain a snapshot of teacher and learner activity during a limited period of time. Brief reports which noted areas of good practice and identified action points were seen for both sites.

### Course design and implementation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
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</tr>
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<tbody>
<tr>
<td>T12 Principled course structure</td>
<td>☐</td>
<td>☑</td>
<td></td>
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<td>☐</td>
</tr>
<tr>
<td>T13 Review of course design</td>
<td>☐</td>
<td>☑</td>
<td></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>T14 Course outlines</td>
<td>☐</td>
<td>☑</td>
<td></td>
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<td>☐</td>
</tr>
<tr>
<td>T15 Study and learning strategies</td>
<td>☐</td>
<td>☑</td>
<td></td>
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<td>☐</td>
</tr>
<tr>
<td>T16 Linguistic benefit from UK</td>
<td>☑</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments**

T12 Teachers who are responsible for a class design their own scheme of work based on a coursebook and in consultation with their co-teachers. There is an expectation that the coursebook will be supplemented in response to students’ diagnosed or stated needs. Currently, teachers choose the book they will use; in future, it is likely that the same book will be used for students at the same level.

T13 Schemes of work are reviewed in weekly meetings of teaching teams and the selection of coursebooks on an annual basis.
T14 Coursebooks provide an indication of course content; schemes of work are also available to students on the college’s virtual learning environment.

T15 Coursebooks, both for general English and examination-preparation classes, include some coverage of study and learning strategies, but a more systematic approach is needed to the promotion of independent learning in general English classes.

T16 There was no evidence that course planning makes conscious provision for this criterion.

### Learner management

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>T17 Placement and level</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T18 Monitoring students’ progress</td>
<td></td>
<td>☒</td>
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<tr>
<td>T19 Examination guidance</td>
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<tr>
<td>T20 Assessment criteria</td>
<td></td>
<td>☒</td>
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<td></td>
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<tr>
<td>T21 Academic reports</td>
<td></td>
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<tr>
<td>T22 Information on UK education</td>
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</tbody>
</table>

**Comments**

T18 Full-time students in Hammersmith have individual tutorials oriented towards independent learning plans (ILPs). One tutorial was observed and tutorial records were seen. The provision of a range of possible focused objectives for ILPs and the means and resources available to achieve these would make the process of target-setting more efficient. In Ealing, all courses are part-time, but students may combine courses in order to devise a full-time programme which satisfies their own – or, where appropriate, Home Office – requirements. Inspectors were told that an attempt had been made to provide individual tutorials for these students, but that take-up had been limited, and the experiment was abandoned. Regular tutorial meetings are necessary in order to ensure the coherence of such composite programmes for these students.

### Classroom observation record

<table>
<thead>
<tr>
<th>Number of teachers seen</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of observations</td>
<td>37 (including a one-to-one class and one individual tutorial)</td>
</tr>
<tr>
<td>Parts of programme(s) observed</td>
<td>General English, including examination-preparation classes; English for business</td>
</tr>
</tbody>
</table>

**Comments**

In the interests of sampling, two teachers were observed twice. Owing to timetabling constraints, it was not possible to see examples of programmes for which the Language School provides language support.

### Classroom observation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>T23 Linguistic systems of English</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T24 Appropriate language</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T25 Planning content</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T26 Coherent and relevant activities</td>
<td></td>
<td>☒</td>
<td></td>
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<td></td>
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<tr>
<td>T27 Classroom management</td>
<td></td>
<td>☒</td>
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<td></td>
<td></td>
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<tr>
<td>T28 Teaching techniques</td>
<td></td>
<td>☒</td>
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<tr>
<td>T29 Student engagement</td>
<td></td>
<td>☒</td>
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<td></td>
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<tr>
<td>T30 Sensitivity and learning atmosphere</td>
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<td>☒</td>
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</tbody>
</table>

**Comments**

T23 In general, teachers showed a good knowledge of linguistic systems and provided appropriate models through their own use of language, spoken and written, and explanations. Many teachers also gave guidance on pronunciation, when appropriate, through the use of phonemic symbols and syllable stress marking. In a minority of cases, teachers’ speech, writing or examples, and responses accepted from students, may have been misleading.
as to language usage or use; in a very small number of cases explanations were unclear.

T24 Teachers showed good awareness of students’ language proficiency and where appropriate adapted their speech accordingly. Class profiles had been prepared describing individual students’ backgrounds, motivations, strengths and weaknesses, and provision for differentiation was a feature of most, but not all, lesson plans. The best plans demonstrated not only a range of differentiation techniques but also an understanding that learners do not only differ in terms of language proficiency.

T25 Lessons were clearly related to course aims. Some teachers had taken individual learner profiles into conscious account when planning lessons – for example, by including work on the known pronunciation problems of a subgroup within the class. Some plans had a section on ‘personalised learning’ where the teacher had commented on how individual needs would be met. In many plans, however, it was not clear how the awareness reflected in the class profile had influenced the planning of the lesson.

T26 On the whole, plans were detailed and indicated a good grasp of the need for a balance of review, new input, practice and checking on learning, with tasks carefully prepared for. In most cases, objectives had been formulated as learning outcomes, as required in the lesson planning template recommended by the College, and the outcomes were relevant to learners’ needs. In a minority of cases, objectives were expressed as teacher aims (e.g., ‘to introduce …’, ‘to develop …’) or as a grammatical structure, and in a small number of plans insufficient time was allowed for the practice of new language.

T27 Most teachers arranged seating to encourage communication and facilitate student movement. In general, teachers were confident and competent in their use of classroom technology, including whiteboards. Most teachers wrote up new language to reinforce oral input and assist students in note taking, but more consistency is desirable in teachers’ handling of new vocabulary. Coursebooks were the basis for much of the teaching, usually supplemented by other published materials, the teacher’s own carefully presented resources, or authentic materials. In a minority of cases, teachers were a little too bookbound.

T28 A variety of techniques was used across lesson segments to introduce or practise new language and extend students’ knowledge or language awareness. In most classes, judicious use was made of open questions and practice – often in the form of choral drilling following a model – was provided, although some teachers focused narrowly on grammatical accuracy and ignored pronunciation errors. A small number of classes were too teacher-centred or book-based; in general, more opportunities might have been provided for students to draw on their knowledge of the world, personal experience and existing language resources to express their own ideas in their own words.

T29 Pairwork and groupwork were appropriately employed and skilfully managed, with some re-grouping used to encourage wider interaction. Teachers monitored closely and lessons were in general conducted at a good pace. Students appeared fully engaged.

T30 Teachers were confident, purposeful and sometimes humorous. They knew their students well, were alert to individual student difficulties, and a good rapport was evident in most classes. In evening classes, when some students arrived late because of work or other commitments, teachers welcomed them quietly and helped them into the ongoing activity. In the liveliest lesson segments, teachers projected an energy and enthusiasm that was infectious. In focus groups, students spoke very positively about their teachers.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. In general, teachers provided appropriate models of the language and demonstrated good awareness of language systems and learner differences. Lessons had been planned carefully and a range of appropriate teaching techniques was observed. Interactions were handled skilfully, resources were managed effectively for the most part, and teachers were successful in establishing a positive atmosphere that was conducive to learning. The majority of segments observed were good or better.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is experienced and appropriately qualified and good systems are in place to ensure that teachers are well supported, teaching comfortably meets the needs of learners, and learning is managed for the benefit of students. Teaching is an area of strength.

### Welfare and student services

#### Care of students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1 Safety and security onsite</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>W2 Pastoral care</td>
<td>☐</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>
**W3 Personal problems**  
- Met  
- N/a  
- N/a  
- N/a

**W4 Dealing with abusive behaviour**  
- Met  
- N/a  
- N/a  
- N/a

**W5 Emergency contact number**  
- N/a  
- N/a  
- N/a  
- N/a

**W6 Transport and transfers**  
- Met  
- N/a  
- N/a  
- N/a

**W7 Advice**  
- Met  
- N/a  
- N/a  
- N/a

**W8 Medical and dental treatment**  
- N/a  
- N/a  
- N/a  
- N/a

**Comments**

W1 The provision for safety and security on the college premises is good. Entry to/exit from both campuses is by personalised college photo ID card, and is supervised by security staff. Both receptions are staffed during college opening hours and visitors have to sign in/out. All students, staff and visitors wear lanyards. Full risk assessments of both campuses have been carried out and regular health and safety inspections take place. First aid provision is excellent with teams of trained first aiders available. Fire drills are carried out termly, and recorded.

W2 Welfare support is excellent. All students have access to the confidential college Counselling and Advice Service, and international students can also seek support from staff in the International Centre. There is a helpline, with telephones in reception on both campuses, for reporting safeguarding and other issues of welfare concern. Every full-time student has a personal tutor and students confirmed that their tutors were very supportive. Multi-faith rooms are made available on both campuses.

W4 The policy for dealing with abusive behaviour is clear. The policy and procedures are made known to students in the student disciplinary procedure and the student anti-bullying and harassment statement; students also sign a student contract agreeing to meet expected levels of behaviour while in college. Staff sign a code of conduct and there is an harassment and bullying policy/procedure for staff in place. Posters around the college promote the 'Respect, Protect and Detect' campaign to raise awareness.

W5 Students in accommodation arranged by the college, students in closed groups and all international students aged under 18 are given a 24-hour emergency contact number for the college. All other students live independently with friends and family in the local community with their own support networks.

W7 A wide range of useful information is available for students in pre-departure information and induction materials; students under 18 receive an additional booklet containing safety information. Students who arrive on large intake days twice a year benefit from an induction presentation by college staff, while at other points in the year new students are given only printed information. Support from staff in the induction process for all students would be advantageous.

W8 International students staying for courses longer than six months are informed about their rights regarding medical treatment through the NHS. Other students do not receive any information. No information is given to students regarding dental treatment in the UK.

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**Accommodation profile**

**Comments on the accommodation seen by the inspectors**

The college uses an accommodation agency in nearby Ealing to provide homestay accommodation for students requesting this service. Demand from individually enrolled students is low but closed groups are placed in homestays at different points during the year. The agency staff have a good knowledge of the homestay providers they use regularly. There is regular contact between the agency staff and the accommodation staff in the college International Centre.

One inspector visited three homestays used by the accommodation agency for college students. She also visited the agency office to check records. Two members of the agency staff, the college senior international officer and the college accommodation officer accompanied the inspector on the homestay visits.

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**Accommodation: all types**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not met</th>
<th>Met</th>
<th>Strength</th>
<th>See comments</th>
<th>N/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>W9 Services and facilities</td>
<td>☐</td>
<td>✗</td>
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<tr>
<td>W10 Accommodation inspected first</td>
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<tr>
<td>W11 Accommodation re-inspected</td>
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<tr>
<td>W12 Accommodation registers</td>
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<tr>
<td>W13 Information</td>
<td>☐</td>
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### Accommodation: homestay

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<tr>
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<tr>
<td>W16 No more than four students</td>
<td></td>
<td>☒</td>
<td>N/a</td>
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<tr>
<td>W17 Rules, terms and conditions</td>
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<tr>
<td>W18 Shared bedrooms</td>
<td></td>
<td>☒</td>
<td>N/a</td>
<td></td>
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<tr>
<td>W19 Students’ first language</td>
<td></td>
<td>☒</td>
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<tr>
<td>W20 Language of communication</td>
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<td>☒</td>
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<tr>
<td>W21 Adult to welcome</td>
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<td>☒</td>
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</tbody>
</table>

**Comments**

W16 The agency staff take care to check, when placing students, the total number of students who will be in the homestay.

### Accommodation: residential

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>W22 Cleaning</td>
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<td>W23 Health</td>
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</tbody>
</table>

**Comments**

The college provides general information about residential accommodation in west London but does not recommend, monitor or organise residential accommodation for students.

### Accommodation: other

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>W24 Information and support</td>
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<tr>
<td>W25 Other accommodation</td>
<td></td>
<td>☐</td>
<td>N/a</td>
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</tr>
</tbody>
</table>
Comments

W24 Many college students choose to live in their own accommodation. There is a good range of practical information available for students seeking their own accommodation including an international accommodation guide on the website containing useful ways of finding accommodation and aspects to be aware of; further information is available from the International Centre. W25 The college does not recommend any other accommodation.

Leisure opportunities

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>W26 Events and activities</td>
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<td>✗</td>
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<tr>
<td>W27 Leisure programmes</td>
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<tr>
<td>W28 Health and safety</td>
<td>□</td>
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<tr>
<td>W29 Responsible person</td>
<td>□</td>
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</table>

Comments

W26 Students have access to sports and fitness centres on both campuses; the centres are well equipped and have a programme of fitness classes. Students can use the centres for free during the day and at a reduced rate in the evenings. Information about activities and events in the college and local community is available on notice boards around the college, and on the television screens in reception. W27 No leisure programme is offered to students on EFL courses year round. Closed groups have their own leisure programme and the summer school offers an optional programme of London activities every afternoon, and excursions every Saturday and Sunday. Students in the focus groups said they would like to have activities in their programme. W28 Comprehensive risk assessments are in place for closed group and summer school activities, together with detailed practical guidelines for accompanying staff.

Welfare and student services summary

The provision meets the section standard. Students’ needs for safety, pastoral care and information are met. Homestay accommodation is of a satisfactory standard, and the college staff and accommodation agency staff work well together. Leisure programmes are offered to closed groups and summer school students, and are well organised.

Care of under 18s

<table>
<thead>
<tr>
<th>Criteria</th>
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<tr>
<td>C1 Safeguarding policy</td>
<td>□</td>
<td>✗</td>
<td>✗</td>
<td></td>
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<tr>
<td>C2 Guidance and training</td>
<td>□</td>
<td>✗</td>
<td></td>
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<tr>
<td>C3 Publicity</td>
<td>□</td>
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<tr>
<td>C4 Recruitment materials</td>
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<tr>
<td>C5 Suitability checks</td>
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<tr>
<td>C6 Safety and supervision</td>
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<tr>
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<td>C8 Contact arrangements</td>
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</table>

Comments

The college enrolls 16 and 17 year olds on its adult courses. At the time of the inspection 19 students aged 16 and 17 were enrolled, and 25 were enrolled in the peak week. C1 The college has a comprehensive and clearly expressed safeguarding policy; safe recruitment is dealt with in the college recruitment selection policy. The deputy principal and the safeguarding manager head a team of eight safeguarding officers with responsibilities across the college. C2 The safeguarding policy is made known to all college employees and partners, including agency staff; training
Comprehensive safeguarding and child protection policies and procedures are in place for students aged 16 and 17 enrolled on adult courses in the college. Staff training is good. A curfew for students aged under 18 in homestay accommodation arranged through the accommodation agency is not currently implemented by homestay hosts.