

Organisation name	Excel College, Manchester
Inspection date	23–24 February 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. A spot check will be required when the planned provision for under 18s begins.

Summary statement

The British Council inspected and accredited Excel College, Manchester in February 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (18+) in school premises.

Strengths were noted in the areas of staff management, quality assurance, academic management, course design, care of students and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2008
Last full inspection	June 2012
Subsequent spot check (if applicable)	June 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	UKEC (United Kingdom Education Centre), a sister company also owned by Xinlung Group Ltd. In-company business English courses which the school has chosen not to put forward for accreditation.

Private sector

Date of foundation	2003
Ownership	Xinlung Group Ltd.
Other accreditation/inspection	ISI

Premises profile

Address of main site	St James' Building, 89 Oxford Street, Manchester M1 6FQ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school occupies part of the ground floor of a ten-storey office building in central Manchester within easy reach of Manchester Piccadilly and Oxford Road stations. The first floor is occupied by companies belonging to the Xinlung Group, the school's owner, including UKEC, which provides advice on admission to UK universities.</p> <p>The school's premises comprise an open plan reception/office area where all the administrative staff, the principal and the academic manager work, seven classrooms, one of which currently doubles as a student common room, an IT room, a staff room and a wide corridor with comfortable seating for students. The building is served by two lifts. The school moved to this site at the end of 2014.</p>

Student profile

	At inspection	In peak week: April (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	54	82
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	10
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	59	92
Minimum age	18+	18+
Typical age range	18–37	18–41
Typical length of stay	4–24 weeks	4–24 weeks

Predominant nationalities	Kuwaiti, Omani, UAE, Saudi	Spanish, Italian, Kuwaiti, Libyan, Saudi, Omani
Number on PBS Tier 4 General student visas	5	12
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	38	92

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	7

These figures include the academic manager(s)

Comments
Staff profile figures include the academic manager, who teaches for up to nine hours per week, typically as cover but occasionally timetabled.

Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
No 16–17 year olds have been enrolled in the school. The school runs an English for Nursing course approximately six times a year. Relative proportions of courses run are 95% general English and 5% English for specific purposes. One-to-one classes run according to demand. In-company provision was not submitted for inspection.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	6	0
Private home	0	0
Home tuition	0	0
Residential	12	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s		
	59	0
Overall total adults + under 18s	59	

Introduction

Excel College Manchester (ECM) was founded in 2003 as part of the Xinlung Group, which now consists of six distinct companies, most of them providing educational assistance to Chinese students in the UK. The school has four terms a year, with each term following the previous one without a break, except at Christmas. Most of the students study general English, with a particular focus on IELTS preparation. The recent introduction of in-company classes had not been put forward for accreditation. The school plans to accept students who are under 18 but this change in provision will not take place until after the summer period this year.

The management structure of the school has changed since the last full inspection when the roles of principal and academic manager (AM) were combined. This role was split in November 2014 with the appointment of a dedicated AM. At the same time, the former AM was appointed principal and the former student services officer became admissions and student welfare officer. Further managerial changes took place in August 2015 when the AM became principal and a new AM was appointed. The accommodation and student services officer was absent for the duration of the inspection and her place was taken by the student services officer.

The inspection took place over one and a half days. Interviews took place with the principal, the DoS, the admissions and welfare officer and the student services officer. All teachers teaching during the inspection were observed and focus groups were held with students and teachers. One inspector visited two hosts and the student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structure is clear and arrangements for continuity are appropriate. Photos of all staff, accompanied by their job titles, are on display in reception.

M4 There are effective channels of communication, both formal and informal, with regular, minuted and well-attended meetings.

M5 The school has thorough, professional and appropriate human resources policies. Recruitment is a particular strength with checklists, an effective interviewing process and good records.

M7 Inductions for both administrative and academic staff are thorough. They involve checklists and follow-up sessions with the principal after one month of employment. New staff are sent copies of relevant handbooks at the commencement of their employment and have to sign to say they have read them.

M8 Monitoring procedures include a six-month probationary period with a three- and a six-month review; annual and well-documented appraisals for all staff; and regular observations of teachers, with a cycle of action points leading in to the next observation, all of which are tied in to appraisals. The school's capability procedure had been invoked in recent months.

M9 Development opportunities for all staff are determined by staff wishes and needs and, at times, by student feedback, as well as by the needs of the school. There are regular in-house development sessions for teachers, as well as external training opportunities for both academic and administrative staff. The continuing professional development (CPD) policy and procedures are clearly laid out in staff handbooks.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 One member of staff had received training in the use of the school's database. This database is very well suited to the school's needs. During the inspection, cover for the absent accommodation officer was competently provided by the student services officer.

M13 The database contains full records of students' local contact details as well as details of next of kin, including information about whether they can speak English or not. Each week, a spreadsheet of these details is sent to the emergency phone holder on duty that week so that he can contact students or next of kin outside office hours.

M14 The school's attendance policy is on the website and in staff and student handbooks. Reasons for good attendance are given prominence. Record keeping is good: a weekly attendance report highlights poor attendance and warning letters are sent when required.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The school has an ethos of continuing improvement, perhaps enhanced by the fact that key staff are all relatively recent appointments. Staff are encouraged to offer suggestions during meetings. Staff and student feedback feeds into reviews, as do comments made during tutorials. Recent examples of areas reviewed are student tutorials, student feedback surveys and attendance procedures.

M18 Initial feedback is collected in first-week tutorials. Online surveys take place every six weeks. All students complete an accommodation survey before they leave, but there is limited general feedback prior to departure. All feedback is analysed and action taken is recorded.

M19 Towards the end of each term, each teacher has a 'catch-up' meeting with the AM, during which all aspects of the school may be discussed. Leaving staff have an exit interview.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity consists of a website and a brochure. The website is seen as the main source of publicity. The brochure can be downloaded from the website.

M24 Met but non-teaching days are not clearly marked. This lack of clarity was rectified during the inspection.

M29 The brochure only displays the British Council logo, with no mention of accreditation. Steps to change to the correct accreditation marque were initiated during the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students and in accordance with its publicity. Most aspects of management are rigorous and student administration is efficient and thorough. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Good use is made of the space available, particularly in the smart and well-designed reception/office area and in the main corridor, where comfortable seating has been provided for students.

R2 The premises are clean, well decorated and in a good state of repair.

R3 Classrooms have plenty of natural light and are free of nearly all extraneous noise.

R4 At the time of the inspection, one classroom was in use as a student common room. Students also make use of the comfortable seating in the corridor. There are many food outlets in the area around the school.

R5 There are very good display facilities in the corridor but classroom noticeboard space is limited.

R6 The staffroom provides teachers with sufficient space. Two classrooms are reserved for teachers to use at lunchtime. There is insufficient space for the storage of personal possessions.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Class sets of coursebooks are used by all classes. Students can also buy or borrow these books. A range of well-organised learning resources is stored in the staffroom, appropriate to the levels, lengths and types of course offered by the school.

R8 There is an adequate stock of materials and resources for teachers, including a selection of methodology and photocopiable books. Facilities for the production and reproduction of materials are appropriate.

R10 The IT room, which houses 12 computers, provides a suitable space for quiet study. There is a small selection of materials students can use in the IT room and a range of readers, grammar and exam books and DVDs can be borrowed from reception.

R12 At the end of each term, teachers complete a form with comments on the coursebook and other learning materials they have been using. These comments contribute significantly to the ongoing review and development of teaching and learning resources.

Resources and environment summary

The provision meets the section standard. The very pleasant environment and the good range of appropriate learning materials and resources both support and enhance students' studies and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teacher wishes, elicited at termly catch-up meetings, play an important role in the deployment of teachers but other factors may override these preferences – for example, a male teacher being chosen for a low level class of all male Arabic speakers.

T9 Major attention to continuous enrolment is necessitated both by the fact that new students arrive each week and by the fact that a small but significant proportion of students attend classes part-time, some attending two days a week, others three or four days a week. Advice is given in the teachers' handbook and has been the topic of a recent in-service training session. Each lesson is, as far as possible, a stand-alone lesson. The regular tutorials support a sense of progression and course cohesion.

T10 There is a regular CPD programme which teaching staff value greatly. CPD is tied in to observations. Peer observation is encouraged. The DoS is always available to offer guidance. CPD portfolios record individual teachers' attendance at both internal and external development sessions.

T11 The AM observes teachers for standardisation purposes, unannounced, and for developmental purposes. Developmental observations are announced and are discussed both before and after the lesson. Blind observations, where teachers teach unobserved but discuss their lesson with the DoS before and after it has taken place, are particularly popular with teachers. There is a very effective cycle of observations, discussions around action points and targets and appraisals.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The document describing principles of course design is found in the teachers' handbook. Although course design is coursebook-driven, other factors influencing course design are listed. The schemes of work centred on each coursebook provide helpful guidance for teachers, with room for teachers to describe each week's learning outcomes. However, the absence of a comprehensive independent syllabus covering all relevant aspects of language system and use could lead to gaps in the students' knowledge as they move from level to level, as each coursebook used comes from a different coursebook series.

T13 Course design at the level of coursebook choice is reviewed regularly through teacher and student feedback and through discussion led by the AM. However, there is currently no review of course design at the overall syllabus level.

T14 The written course outlines, in the form of schemes of work for each coursebook unit, are appropriate and helpful for both teachers and students. Learner outcomes are added by the teacher each week. The schemes of work are living documents, adjusted in response to student level and need.

T15 Coursebooks include study and learning strategies which are highlighted in schemes of work. In addition, the teacher's handbook provides guidance for teachers and a separate document gives tips to teachers on promoting independent learning during tutorials. Guided study sessions provide another opportunity for students to improve their study and learning strategies.

T16 Schemes of work include a space for teachers to list how they will encourage students to use their English outside the classroom. Each week, notices are posted around the school with an idiom for students to research and a question about an aspect of British life and culture. Homework often involves students observing, collecting or using English outside the classroom. The weekly conversation club provides another opportunity for students to use their English.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 The focus of the weekly assessments, whether they are skills- or language-based, is chosen by the teacher and varies from week to week. Review tests take place at the end of each term. New students have a tutorial in their first week. Tutorials take place every three weeks. Excellent records (student record sheets) include the initial needs analysis, details of academic progress, test results and tutorial notes written by both student and teacher.

T21 Academic reports are provided on request and for sponsored students.

T22 Advice and guidance is provided by UKEC, the school's sister company, which is located on the floor above the school.

Classroom observation record

Number of teachers seen	6
Number of observations	7
Parts of programme(s) observed	General English lessons, academic skills lessons and IELTS lessons were all observed as well as the guided study session.

Comments

One teacher was observed twice as she was running the guided study session.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally displayed a sound knowledge of the linguistic system and provided some effective off-the-cuff explanations. Teachers' spoken models of English were always appropriate.

T24 Lesson content, particularly in exam classes, was well suited to course objectives and, in one case, evidence was seen of adjustment of topic in the light of the students' cultural background.

T25 All teachers provided a lesson menu on the board and their plans, usually following a coursebook unit, consisted of a coherent sequence of activities. Learning outcomes tended to be expressed in terms of teacher aims.

T26 Most lessons involved the use of a range of techniques that were appropriate both to the focus of the lesson and to the needs of the group and the individual learners.

T27 Board use was very good in most cases with clear organisation and neat writing. Class seating was not always actively considered, with the arrangement of tables and chairs not being conducive to movement.

T28 Teachers used a variety of well-chosen and effective types of oral feedback. Praise, warmth and an absence of criticism meant that the correction was well received. Students were often asked to justify their answers.

T29 The previous lesson was often reviewed at the start of a class. Teachers sometimes made good use of concept

checking. There was effective checking of the understanding and use of particular reading strategies. T30 Instructions were frequently clear and well checked. Effective preparation for activities and interactions was seen in most classes. The language used by teachers was nearly always appropriate to the level of the learners both in terms of speed and language choice. In almost all cases, students were engaged and the learning atmosphere was positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard overall, ranging from satisfactory to excellent with the majority being good. Knowledge of the linguistic systems of English was generally good and teachers adapted their language to the level of their students. Lesson plans were coherent and appropriate to student levels and needs, although lesson aims were not always well expressed. Classroom resources were used well and correction was always appropriate and effective. The teachers' ability to establish rapport resulted in a high level of student engagement.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given very good support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed and courses are well designed. *Academic management* and *Course design* are areas of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

W1 Students are well protected in the college. A single entrance ensures that all visitors are monitored on arrival and required to sign in. Internally, there are few, even low risk hazards. The buildings risk assessment in place is well thought out; fire drills are carried out and monitored with appropriate action being taken; the two fire marshals supervise the front and rear emergency exits.

W2 Students in the focus group commented that they felt well supported. Information provided in the students' handbook and reinforced during induction about all pastoral aspects of their stay is clearly expressed and well posted on noticeboards. One classroom is reserved as a prayer room for all faiths and there is a screen provided to separate Muslim men from women.

W4 There are appropriate policies and procedures for dealing with all aspects of this criterion, expressed in simple language. Attention is drawn to this at induction; single sheet versions are contained in the student handbook and these are also posted on noticeboards. Policies and procedures relating to the Prevent strategy are in place and all staff have had appropriate training.

W7 Students are provided with clear information at carefully thought out stages so as not to overwhelm them with it on arrival. In addition to one or two pre-arrival letters with essential information, once students have paid their fees they receive a comprehensive student handbook. This provides them with a good reference for most aspects of their stay.

W8 Clear explanations of entitlements and procedures for medical and dental treatment form part of the induction programme and are repeated in the student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

Accommodation provision consists of homestay and a city centre student residence within walking distance of the college. The college has reserved two flats of six rooms each. Security staff are responsible for round-the-clock

security and for dealing with disturbances from neighbours. The gated entry ensures only those with valid key fobs are allowed in. All kitchen equipment and linen are supplied. Pastoral staff are available in each block to act as a first port of call for personal problems and to encourage participation in the leisure programme organised for residents.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The student residence provides a comfortable and safe atmosphere as well as a good opportunity to make friends with other international students. The two homestays that were visited provide all the required services and were well-spoken of by students in homestay accommodation.

W10 All records examined showed dated records of inspection. The inspection checklists seen were comprehensive in scope.

W12 All records examined demonstrated that all risk assessments, gas safety certificates, smoke alarms and carbon monoxide detectors had been checked.

W13 The letter sent to students gives appropriate and friendly information both about the accommodation and the mode and cost of transport from there to the school.

W14 Students in the focus group were in no doubt about who to contact with problems about their accommodation. They gave examples of problems quickly resolved and specific changes made. At inspection, early feedback was obtained informally from the students with the accommodation staff checking within the first week if students have any problems.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 A very detailed description of what is required of a homestay host is sent to all applicants. This includes thorough guidance on how to deal with all aspects of a student's stay.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students are expected to keep their own rooms cleaned and to keep the common areas equally clean. Common areas are also cleaned by residence staff.

W23 The security staff and the resident wardens are all trained first aiders and are available round the clock.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Comprehensive information and advice is provided for students who choose to make their own accommodation arrangements. Further advice is available from staff at the school if required.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Noticeboards in the student gathering area are well-ordered, providing a deal of up to date information about local events and facilities. The student handbook also provides further general information.

W28 The college offers a modest but entirely appropriate leisure programme. There are joint activities with another school to maximise choice and minimise effort. Risk assessments for each activity are carried out.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The provision for care of students is well thought out. Accommodation provision and procedures are similarly well planned. The leisure programme is modest but appropriate and the whole works to the benefit of the students. *Care of students* and *Accommodation* are areas of strength.

