

Organisation name	Gloucestershire College, Cheltenham
Inspection date	5–6 June and 18–20 July 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in accommodation and care of under 18s have been addressed. In addition, a spot check should be conducted in July 2018 to check that the accommodation arrangements for the students aged under 18 are satisfactory.

Summary statement

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

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

The inspection report noted a need for improvement in the areas of accommodation and care of under 18s.

Strengths were noted in the areas of staff management, student administration, premises and facilities, learning resources, course design and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	February 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Further Education and Higher Education programmes; externally validated teacher training courses
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Campus at Forest of Dean

State sector

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

Premises profile

Address of main site	Gloucestershire College, Cheltenham Campus, Princess Elizabeth Way, Cheltenham GL51 7SJ
Details of any additional sites in use at the time of the inspection	June: None July: Gloucester campus, Llanthony Road, Gloucester GL2 5JQ
Details of any additional sites not in use at the time of the inspection	June: Gloucester campus, Llanthony Road, Gloucester GL2 5JQ July: None
Profile of sites visited	<p>The campuses at Cheltenham and Gloucester are both compact; the buildings are modern.</p> <p>At Cheltenham there is an 'international area' on the second floor: classrooms, staffroom and offices are close together either side of a wide corridor. Students can gather at the 'gateway hub' which is placed centrally. Students have full use of the other facilities at the college including cafés, computer rooms and a library. There are lifts to all floors. During the summer there is an additional staffroom, and another set of classrooms on the first floor and use can be made of facilities for cooking, arts and crafts and drama. There is a small outdoor sports area and the adjacent park is used for outdoor activities.</p> <p>At Gloucester, the summer school has use of an office/staffroom and a number of dedicated classrooms which are close together. It also has use of a large canteen/seating area, computer rooms, a theatre, a sports hall, and a training kitchen. There are lifts to all floors. To the rear of the college there are grounds which can be used for outdoor sports and activities.</p>

Student profile

	At inspection (June)	At inspection in peak week: July
Of all international students, approximate percentage on ELT/ESOL courses	99	100
ELT/ESOL students (eligible courses)	At inspection (June)	At inspection (July)
Full-time ELT (15+ hours per week) 18 years and over	9	12
Full-time ELT (15+ hours per week) aged 16–17 years	1	100
Full-time ELT (15+ hours per week) aged under 16	0	171
Part-time ELT aged 18 years and over	30	1

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	40	284
Junior programmes: advertised minimum age	N/a	12
Junior programmes: actual minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: actual maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Russian, Japanese, Chinese, French, Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	20 weeks	3 weeks
Adult programmes: predominant nationalities	Korean, Japanese	Russian, Chinese, Spanish, Japanese, Hungarian, Turkish
Number on PBS Tier 4 General student visas	4	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	14	188

Staff profile	At inspection		In peak week (organisation's estimate)
	June	July	
Total number of teachers on eligible ELT courses	7	31	31
Number teaching ELT 20 hours and over a week	0	0	
Number teaching ELT 10–19 hours a week	5	29	
Number teaching ELT under 10 hours a week	2	2	
Number of academic managers for eligible ELT courses	1	6	6
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	9	
Total number of support staff (college staff)	20+	20+	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	
	June	July
TEFLQ qualification	1	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	N/a	3
Total	1	6

Comments

June: the academic manager (AM) was not scheduled to teach.

July: the AM, summer school coordinator (SSC), teacher trainer and senior teachers were not scheduled to teach. The senior teacher at Cheltenham taught a cover lesson during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	June	July
TEFLQ qualification	3	7
TEFLI qualification	4	23
Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	0	1
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0	0
Total	7	31

Comments

None.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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"/>

During the academic year general English courses are run for adult students aged 16+. In theory students can opt to study from 1.5 to 19.5 hours per week although in practice most opt for 15 hours of morning lessons with some students choosing one or two afternoon options. Options can include additional general English, business English and examination preparation. Overseas students studying for 'A Levels' can infill into classes at the appropriate level. Some one-to-one classes are occasionally held for students who do not fit easily into an existing group. Six short courses for closed groups were run during the 2016–2017 academic year; two of which were for junior students. Some students in the adult groups integrate in morning lessons and have a separate afternoon programme.

During the summer, at Cheltenham, vacation courses are held for adults aged 16+, and at Cheltenham and Gloucester there are courses for juniors aged 12 to 17. Students have 15 hours of English lessons in the mornings and activities in the afternoons.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults		Under 18s	
	June	July	June	July
Arranged by provider/agency				
Homestay	26	12	1	247
Private home	N/a	N/a	N/a	N/a
Home tuition	N/a	N/a	N/a	N/a

Residential	N/a	N/a	N/a	N/a
Hotel/guesthouse	N/a	N/a	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0	N/a	N/a
Arranged by student/family/guardian				
Staying with own family or guardian	2	4	0	20
Staying in privately rented rooms/flats	11	1	N/a	N/a
Overall totals adults/under 18s	39	17	1	267
Overall total adults + under 18s	June: 40 July: 284			

Introduction

Gloucestershire College is a general further education college for approximately 10,000 students aged 16+, with three main campuses in Cheltenham, Gloucester and the Forest of Dean. Provision ranges from entry to degree level; it includes study programmes for students aged 16 to 19, adult provision (including ESOL), apprenticeships, traineeships and provision for students who have high needs.

The principal is supported by three vice principals, one of whom is responsible for the International School as part of his brief. EFL is located within the International School together with ESOL and modern foreign languages. The head of school has responsibility for academic leadership; international development and recruitment; and welfare and accommodation for international students.

EFL courses are run for adults (16+) during the academic year at the Cheltenham campus. During July and early August summer schools are held at the Cheltenham campus for adults (aged 16+) for two to eight weeks and for juniors (aged 12–17) for two to six weeks. In July a junior summer school is also held at the Gloucester campus.

At the time of the inspection the head of school was on maternity leave but was coming into the college regularly to oversee the management of the EFL provision. Some of her responsibilities for the day-to-day management of EFL had been taken over in her absence by the AM. He took up his role in the college in December 2016.

The inspection took place over two periods: 5–6 June at the Cheltenham campus when the year-round courses were running, and 18–20 July when adult and junior vacation courses were running at Cheltenham and Gloucester; a total of 4.5 days.

In June, meetings were held with the college principal, the vice principal for recruitment and business development, the vice principal students, the vice principal curriculum and quality, the director of IT and estates, an HR manager, the teaching improvement manager, a student services manager, the person responsible for pastoral tutorials and a learning resources supervisor. Within the International School, meetings were held with the head of school, the AM, the international business and welfare manager, the senior international officer, the accommodation officer, the international marketing administrator and the gateway officer. Focus group meetings were held with students and teachers. One inspector visited three homestays.

In July, meetings were held with the members of staff of the International School noted above. In addition, at Cheltenham, meetings were held with the SSC who is also the summer school centre manager at Cheltenham, the senior teacher, the social co-ordinator and representative groups of teachers and students.

At Gloucester, meetings were held with the centre manager, the senior teacher, the social co-ordinator, the accommodation administrator and representative groups of teachers and students. One inspector visited two homestays.

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 checked="" 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 checked="" 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 checked="" 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 management structure and reporting lines are clear. The teaching and student services for EFL are managed within the International School, under one head, and include those responsible for international development, recruitment and admissions, administration and accommodation. Many members of staff have been working in the college for a number of years. There were effective handover arrangements between the former and the current AM. While the head of school is on maternity leave her functions have been divided appropriately between three people, with the AM taking some of her responsibilities for EFL. The head comes into the college on a number of days a month to oversee the management of the school. There is an experienced SSC/centre manager for Cheltenham and a centre manager for Gloucester. They are permanent members of college academic staff; they have a time allowance during the academic year to set up and manage the summer school courses. In these various ways continuity of management and administration is ensured.

M4 Channels of communication are very effective within the school and with the rest of the college. The head of school and the AM share an office in Cheltenham which connects to the staffroom, and the office for the administrative and international student services staff is nearby, along the same corridor. During the academic year, weekly meetings are held with all members of the International School. The head of school reports to one of the vice principals and the International School is represented on college committees and boards, as appropriate. During the summer communication between the two centres is effective.

M5 The college's human resources policies and procedures are rigorous and effective. Staff reported that the college is responsive to staff needs and requests. Recruitment procedures for all new teachers (including those recruited for the summer) are robust, with candidates required to plan, and deliver part of, a lesson during their interview.

M6 The AM has taken pains to ensure that he has seen the original certificates of all academic members of staff. Signed and dated copies are on file.

M7 The human resources department ensures that all permanent staff receive a thorough college induction. The *EFL Teachers' Handbook* provides department specific information for new and temporary teachers and checklists ensure that all relevant areas are covered. All staff, including temporary summer teachers and activity leaders, have paid induction time before they take up their duties.

M8 There is a robust appraisal system with well-monitored probationary periods for new members of permanent staff. All teachers new to the college are observed within the first two weeks. In the summer, teachers are observed within a few days.

M9 There is a college-wide programme for the continuous professional development (CPD) of all its staff, with a number of in-service training days per year; within the EFL department there are regular opportunities for sharing good practice and there is support for participation in external events. Two teachers are currently following courses leading to a diploma qualification, with the support of the college. During the summer there are scheduled weekly meetings or 'Swap Shops' when teachers can share ideas. These are informed by points arising from observations.

Student administration

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

Comments

M10 Student administration is well handled by a small team dedicated to the International School; they can cover for each other. Interns are deployed to do some of the more routine work at busy times. At Cheltenham, the international office is close to the classrooms and staff provide a very personal service; students reported that they were approachable and helpful. There is close liaison with the college student services department when necessary. At Gloucester the centre manager and senior teacher are accessible to students and group leaders.

M11 Members of the international team can address directly queries which might arise at any stage of the enquiry and application process. During the academic year the AM and the gateway officer are readily available to discuss levels and course choice with students already enrolled.

M14 There is a policy on attendance which is appropriate to the age and circumstances of the students; this policy is made very clear to students (in a *Learning Agreement*), and there is evidence of action taken in the case of poor attendance. There are systems for following up the absence of students aged under 18 immediately.

M15 The conditions and procedures under which a student may be asked to leave the course are made clear. It is suggested that this information also be given to parents of students aged under 18 at the time of enrolment.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 An action plan addressing points to be addressed from the last inspection has been completed. In addition, self-assessment reports, based on the Scheme's criteria, have been drawn up.

M17 There is a comprehensive quality review cycle and there are rigorous systems, processes and practices which serve to ensure continuing improvement in all areas: self-assessment reports are regularly compiled; student and staff feedback is sought; action points are noted and objectives set.

M18 There are college-wide systems for gathering student opinions with information given about action taken in response to feedback. In addition, the international/EFL department takes a more personal approach via face-to-face interviews with the students on their first day and end-of-course questionnaires. This information is shared between members of the team and immediate action taken as necessary. Feedback is summarised, discussed and used to inform future practice. However, there was no systematic method for gathering information about the students' homestay accommodation at the start of the course. A questionnaire was devised at the time of the inspection and this is no longer a point to be addressed.

M19 Staff feedback is sought in informal ways at weekly meetings and, for permanent staff, at the time of their appraisal. During the inspection a feedback form for summer school staff was devised to be put to immediate use.

M20 During the summer the students can avail themselves of the college feedback and complaints procedure. However, this is not appropriate for younger students on short courses. These students know who to go to if they have a problem, but their parents are not given information about how to make a formal complaint.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There are brochures for the year-round provision and for the summer schools. The website is the main media for publicity but social media is also used.

M21 The information about EFL courses is found under a tab labelled *International*. From this site there are links to all the necessary information.

M23 Course content is very clearly described.

M25 All costs are included; they are very clearly laid out and the information is easy to find.

M26 The possibility that 'homestay accommodation' may include homes which cater for more than four adult students was not made sufficiently clear. The necessary change was made during the inspection and this is no longer a point to be addressed.

M27 The description of the leisure programme available to year-round students is potentially misleading, as noted by students in the focus group. It suggests that a fuller, more structured programme is organised for the EFL students than is actually the case. This was changed at the time of the inspection and is no longer a point to be addressed.

M28 Teachers were described as 'experienced' whereas a number of the summer teachers are newly qualified. This was changed at the time of the inspection and is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students, in accordance with its publicity. *Staff management* and *Student administration* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 Both centres provide a very attractive, spacious and comfortable environment for students and staff.

R2 The standard of decoration and cleanliness is very high throughout. There is evidence of a cleaning and maintenance schedule to ensure that this standard is met at all times.

R3 The classrooms are spacious, and with appropriate furniture which enables flexible layouts and movement within the room. Some of the classrooms have no external windows, so no natural light.

R4 On both campuses there are a number of spaces where students can relax and have drinks, snacks and meals. There are cafés/restaurants which serve a range of good quality hot and cold food at very reasonable prices. The food is freshly prepared and healthy options are offered. Students can also bring in their own food. At Cheltenham EFL students can use the international gateway hub where there are computer facilities and some soft seating. At Gloucester the *Atrium* combines dining and relaxation areas.

R5 Both campuses are well signposted; noticeboards in the common areas and in the classrooms are attractive, well organised and up to date. However, the boards in the international area could be used to display photographs of the international staff with an indication of who to go to for particular queries or problems.

R6 The staffrooms are sufficiently spacious, especially outside the summer. Staff have lockers and there are facilities for making drinks and snacks.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Most courses are based on appropriate coursebooks; they are included in the course fees.

R8 Resources for teachers are up to date, well maintained and organised in files, and via the virtual learning environment (VLE) which can be accessed remotely. Those for the summer school staff are particularly helpful as they give specific guidelines on using the coursebooks in order to deliver the syllabus.

R9 There are interactive whiteboards (IWBs) in all classrooms. Staff are trained in their use and technical support staff are located along the same corridor as the classrooms in Cheltenham. During the summer technical support is readily available on the Gloucester campus.

R10 During the academic year the language gateway is an area where students can access computers and work quietly. They also make use of the college library where there is a good range of EFL materials, including simplified readers with discs that students can borrow.

R11 During the academic year the gateway officer, who is TEFLI, is available to help students find resources and can also advise students about their studies. The library is always staffed and students reported that they received all the help they needed.

R12 There are robust procedures for the continuing review and development of teaching and learning resources and evidence of their implementation. Teachers reported that any requests for resources are met.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The college provides an attractive and comfortable environment for students and staff. Because the dedicated classrooms and the 'international' staff are located in one area students quickly get to know how they can access the services available to them; this gives them a sense of belonging, within the wider context of the large college. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Rationales were provided for four members of staff who do not have a level of education normally represented by a Level 6 qualification. All four are ELT initiated. The rationale for teacher No.1 is accepted within the context of this inspection; she has a Level 5 diploma. The rationale for teacher No.2 is not accepted. Her only post-16 education or training, other than an ELT certificate, is a BTEC Certificate (NVQ Level 1). The rationale for teacher No.3 is not accepted. He has one A-Level and, other than an ELT certificate, no post-school education or training. The rationale for teacher No. 4 is not accepted. She has completed A-Levels and has a place at university starting in October 2017 but at the moment has no post-school education or training other than an ELT certificate.

T4 The head of year, the academic manager, the teacher trainer used for observations of summer school teachers and the SSC are all TEFLQ. The summer school centre manager at Gloucester, the senior teacher at Gloucester and the senior teacher at Cheltenham are TEFLI.

T5 Rationales were provided and accepted within the context of this inspection for members of the academic management team working on the summer programmes who are not TEFLQ.

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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Timetabling is complex during the academic year as students can take any combination of classes from 1.5 hours for an afternoon option up to a full programme of morning classes and afternoon options, a total of 19.5 hours. Students following other courses in the college (e.g. A levels) infill into existing classes. As a consequence, the make-up of the class can vary depending on the day of the week. Full-time students usually have one main teacher for their morning class, perhaps for three mornings a week, and one or two different teachers for the other two mornings. If they take two afternoon options it is possible to be taught by up to four different teachers in the week. During the summer students have one teacher for two days a week and a different teacher for three days a week. Teachers write quite detailed handover notes at the end of each teaching block so a teacher teaching the same class the next day knows what has been covered.

T8 Some variable hours contract (VHC) staff are available in case of planned absence. For unplanned absence the AM and the gateway officer can cover during the academic year and the senior teachers are available during the summer. Covering for unplanned absence is facilitated by the handover notes that are routinely recorded in the class file each day.

T9 During the academic year teachers have to handle the consequences of both continuous enrolment and of classes with a varying composition, depending on the day of the week. They manage this by using a coursebook as a framework and informing the students of what will be covered each week. In this way, students can catch up on any part of the coursebook/programme they have missed. The thematically organised syllabus in use during the summer accommodates a changing class composition.

T10 The year-round teachers form a well-established and experienced team. A number are trainers on the externally validated teacher training course run by the department. Teachers receive good support from each other, from the academic manager and, as appropriate, from the head of school. The teachers' handbook is comprehensive and helpful. All staff have a professional development plan and two teachers are currently being supported whilst following a course leading to an EFL diploma. During the summer teachers are well supported by the centre managers and the senior teachers.

T11 During the academic year there is a college-wide observation scheme which includes 'learning walks' – short observations of up to 20 minutes, followed by brief written individual feedback. All year-round teachers had been observed by the head of school who is TEFLQ as part of these learning walks, up to three times in the last 12 months. There was evidence of longer observations having taken place during a teacher's probationary period. However, at the time of the first inspection period in June the AM had not observed and given feedback to teachers. At the time of the second inspection period evidence was provided of observations conducted by the AM who is being inducted into the college-wide observation team. All summer school teachers are observed by the AM or one of the ELT teacher trainers, both of whom are TEFLQ.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is largely based on suitable coursebooks but there was evidence that these are personalised and supplemented by teachers, to suit the interests and needs of their students. There are helpful guidelines in the teachers' handbook. The course design for the summer programme is more prescribed. Students have coursebooks but a weekly thematic syllabus has been drawn up. This includes material from the coursebooks but detailed guidelines also direct teachers to supplementary materials. Teachers are encouraged to plan their lessons with a focus on speaking and student interaction, and preparation for excursions is integrated into English lessons.

T13 There is a formal process for reviewing the course designs, resources and teachers' guidelines. The course design for the summer school is revised every year in the lead up to the summer.

T14 During the academic year teachers make the content of the course very clear to students via weekly schemes of work and by outlining and reviewing the learning objectives for each lesson. However, on the summer programme, although the teacher usually outlines the day's activities, no outline plan for the week or the course is given to the younger students.

T15 Coursebooks include activities to encourage study and learning strategies and there is evidence that teachers foster good study habits. Summer school students are provided with a vocabulary notebook.

T16 On the year-round courses more could be done to encourage students to develop their skills outside the classroom. On short courses there could be inclusion of more authentic materials and encouragement to apply directly what they have learned to life outside the classroom. For the summer school courses the leisure programme is well integrated into the lessons with preparation and follow-up activities for excursions scheduled into the lessons.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Student progress is monitored informally by teachers. Long-stay students have one-to-one tutorials.

T21 Reports are given on request.

T22 The college can offer specialist help for students wishing to go on to further or higher education.

Classroom observation record**Year-round at Cheltenham****Summer schools**

Number of teachers seen	6	17 (Cheltenham) + 6 (Gloucester)
Number of observations	6	17 (Cheltenham) + 6 (Gloucester)
Parts of programme(s) observed	All	All

Comments

During the June inspection period one teacher was not teaching on the days of the inspection. During the July inspection period an additional eight teachers were timetabled to teach during the week of the inspection but were not deployed on the days of the inspection visit, and one of the senior teachers taught a cover lesson during the week of the inspection. Also, a number of teachers who were teaching in July were not observed as they had been observed in June.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Most teachers demonstrated a sound knowledge of grammar and lexical systems. Metalanguage was used appropriately. A minority showed a working knowledge of phonological systems and used this knowledge to help students improve their pronunciation. There were a few examples of an unnatural or inaccurate model being presented.

T24 The content of the lessons was generally suitable, with engaging topics suitable for the age of the students; there were opportunities for students to bring their own experience and interests to the lesson. On the summer schools information about the excursion venues was well integrated.

T25 In the better plans learning objectives in terms of language and skills were made clear and the careful staging of the lesson enabled successful outcomes. Less experienced teachers did not make the learning objectives explicit and in some instances poor timing and lack of focus resulted in poor achievement of appropriate outcomes.

T26 In the majority of lessons teachers used a good range of techniques successfully, e.g. eliciting, illustrating and checking of understanding, setting up meaningful practice activities and providing the right amount of support before and during tasks. In weaker segments instructions were not efficiently given, students were not clear about the task or were not given enough support to enable them to complete the task successfully; there was too much teacher talking time.

T27 With one or two exceptions the classroom environments and resources were very well handled. Efficient and creative use was made of the IWBs; visual aids such as photos, pictures and maps; video clips; mini-whiteboards; and handouts. Good use was made of the classroom space; many activities involved student movement.

T28 Teachers monitored well. Coursebook exercises were corrected and in a few instances teachers encouraged students to review their performance and to be self-critical e.g. by recording and evaluating students oral work.

There was some very effective controlled oral practice observed in some lessons but generally there was insufficient focus on feedback on pronunciation with follow-up practice.

T29 Most of the lessons included worthwhile tasks, many with tangible end-products, the successful completion of which attested to successful learning. However, there were few examples of a planned review with students of learning outcomes, linked to stated objectives.

T30 Students were engaged; there was a purposeful atmosphere with high student involvement. Teachers were careful to include all students and managed the class well to encourage student participation.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard ranged from excellent to less than satisfactory with the majority being very satisfactory to good. Most lessons were well planned; teachers used a good range of techniques and resources to encourage student participation. Overall, more attention needs to be paid to helping students improve their pronunciation.

Teaching and learning summary

The provision meets the section standard. Most teachers have appropriate qualifications and all are given good support which ensures that their teaching generally meets the needs of their students. Programmes of learning are managed for the benefit of students; students in the focus groups commented very positively on the teaching and their teachers. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 At both centres there is open access to the college premises. Visitors are required to sign in at reception at the main entrances. Building risk assessments have been carried out and are regularly reviewed. Fire risk assessments and appropriate fire evacuation procedures are in place. Fire drills are held regularly throughout the year. Trained first aiders are available at all times.

W2 There is good welfare support from all members of the EFL team at both centres. Year-round students meet the pastoral welfare tutor, who has had training in counselling, early in their course. She reports any pastoral issues to the AM, recommends action and is available for follow-up meetings twice a week. Appropriate pastoral care is in place for junior students at both centres. Rooms for religious observance are available on request.

W3 The international manager and the gateway officer have joint responsibility at Cheltenham year round for dealing with students' personal problems. In the summer the centre managers at Cheltenham and Gloucester assume this responsibility.

W4 The college has a detailed policy on bullying and harassment of students and procedures for dealing with any problems arising. Year-round students receive a document outlining expectations relating to behaviour. The college's approach to the Prevent strategy is well publicised through handbooks and notices. Procedures relating to the bullying or harassment of staff are also in place.

W5 Students are informed of the EFL department's emergency telephone number in pre-arrival information and at induction. Three staff members share responsibility for answering emergency calls. They are provided with print-outs of relevant contact details. Students on junior courses are issued with a student card which has the emergency telephone number printed on it.

W7 All required information is provided in pre-arrival information and student handbooks. The local police attend the college in September to give guidance on staying safe in Cheltenham. Staff in the international office are able to give additional information and support on request. In Gloucester the centre manager provides any required additional information.

W8 A list of local surgeries and emergency services in Cheltenham is provided. Long-stay students are strongly recommended to register with a local medical practice, although no students in the focus group had done so. Juniors in Gloucester are made aware of local medical facilities.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college has a register of approximately 175 homestays of which 140 are in Cheltenham and 35 in Gloucester. Homestay accommodation in Cheltenham is administered by the college. In Gloucester it is arranged by a freelance homestay organiser who has worked with the college for five years. She recruits hosts and places students.

Records of Gloucester homestays are held in the international office at Cheltenham.

All hosts are within a reasonable distance of the two college locations, with good transport connections. Most year-round hosts offer half-board accommodation with full board at weekends. A few offer a self-catering service. All juniors receive full-board accommodation.

Accommodation is also offered in a college residence in Cheltenham, but this has not been used for over two years and there are no current plans to place students there. The residence was not visited at this inspection.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input 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 Three homestays were visited in Cheltenham and two in Gloucester. All were friendly and welcoming and hosts had a genuine interest in their students. All hosts visited provided accommodation in line with Scheme

requirements, although in some cases decoration was not of a high standard. Hosts accepting juniors clearly took trouble to involve their students in family life. See W16 for comment on the number of students accepted in homestays.

W11 All current hosts have been visited within the last two years. The Cheltenham accommodation officer visits hosts accepting adults at least every two years and hosts accepting under 18s annually. Dates of visits are recorded on the database.

W12 The college checks that valid Gas Safe certificates and fire risk assessments are in place. However, records of Gas Safe checks at Gloucester were incomplete.

W13 The distance from homestay to the college and travel arrangements have recently been added to the accommodation confirmation sent to students.

W14 Students are told at induction to raise any homestay problems with the accommodation officer. Group leaders of junior groups are also instructed to report any problems with accommodation. However, there is no formalised system for collecting initial feedback in written form on homestays and no routine checking of the number of students in homestays or their nationalities. Students complete a termly homestay evaluation form and an end-of-course questionnaire. Any negative comments are followed up by the accommodation officer and are noted on the college database. Hosts are also invited to complete questionnaires about their experience of hosting students.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

W16 At the time of the inspection all hosts were categorised as homestays. Although the college's minimum standards contract stipulates that no more than four students may be accepted at any one time, three homestay hosts on the current accommodation register are shown as accepting more than four students. One junior Cheltenham student in July was accommodated in a homestay accepting six students. The inspector had visited this host in June and had been assured that no more than four students were accepted. Another host in Cheltenham had 12 students. The three students accommodated there had transferred from other accommodation and had visited the host before moving into the accommodation. They were aware in advance of the number of students placed there. One of the students placed there was under 18.

W17 A minimum standards contract sets out the level of service required. Additional information sheets and a code of practice for homestay providers are also given to hosts. Cancellation and notice terms are clearly stated. The homestay organiser in Gloucester uses the college's contract and follows college procedures when recruiting new hosts.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Students are not routinely informed of the implications of living in private rented accommodation, although help and informal advice is available on request.

Leisure opportunities

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

Comments

W26 Information about local events and festivals is provided by the gateway officer. Students are able to join the student union to take advantage of the various clubs and activities on offer. Adult students on summer courses are given information about local events and destinations that they can visit independently.

W27 A limited range of activities is offered for the year-round students at Cheltenham. Occasional social events, such as lunches and international parties, are organised. There are three full-day excursions per term led by college staff. These are provided free for full-time students; part-time students pay a small fee. Students in the focus group commented favourably on these trips. However, others were disappointed that there were not more leisure activities at which students could interact socially. They also felt they had very little social contact with the British students at the college.

The summer course leisure programme is similar at both centres. Nearly all students come in groups and each group selects in advance which activities they would like to participate in. Popular activities include t-shirt painting, cooking and movie making. A wide range of sports activities is also available. Students on the summer course commented positively on the leisure activities and excursions. The programme is run by well-organised and enthusiastic activity leaders and is popular with students.

W28 Risk assessments are in place for all excursion destinations and leisure activities. These are kept under regular review and activity leaders sign the risk assessment each time they lead a particular activity. Activity leaders have emergency phone numbers and instructions on how to respond to emergency situations. Any students with medical problems are identified.

Welfare and student services summary

The provision meets the section standard. Year-round and summer students receive all the information and pastoral support they need. The accommodation service is well organised and is of a reasonable standard, although more robust systems need to be put in place to obtain student feedback and to ensure that homestays do not exceed the maximum number of students. The year-round leisure programme is adequate, but should be reviewed to ensure that it is meeting the needs of all students. The summer leisure programme is well organised and popular with students. *Care of students* is an area of strength. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 and 17 years are accepted on the year-round adult courses and the adult summer courses at Cheltenham. Junior summer courses for students aged 12 to 17 years are run in Cheltenham and Gloucester.

C1 A detailed safeguarding policy, including procedures for recognising abuse, handling allegations and a staff code of conduct, is in place. The designated safeguarding lead and her deputy are named in the policy. Staff and students are instructed to report any safeguarding concerns to the safeguarding team by confidential email.

C2 There is a clear commitment to disseminating the safeguarding policy throughout the organisation. The two safeguarding leads have had specialist training. All staff are required to undergo basic safeguarding training online, updated every two years. College-wide training on safeguarding issues is regularly provided and safeguarding newsletters are circulated monthly. The safeguarding policy is available on the college website and there are notices and displays on safeguarding throughout the college. Safeguarding issues are covered at induction and are included in the staff handbook. Hosts receive a safeguarding booklet which includes information on reporting concerns.

C3 Information about the level of care for under 18s is available on the website and in the pre-arrival information.

C4 Safer recruitment procedures are in place. DBS checks are carried out on all staff. The risks of employing a new member of staff pending a DBS check are formally assessed. All adults in homestays are DBS checked and are required to sign a declaration confirming that there is no reason why they should not have contact with under 18s. However, records of DBS checks on adults in Gloucester homestays are incomplete; there are no records of DBS checks on adults in five Gloucester homestays. Copies of police checks on group leaders are on file.

C5 Juniors have a full leisure programme of afternoon activities, with two excursions and one evening event per week. Supervision ratios during activities and excursions meet Scheme requirements. Group leaders are responsible only for their own students. Juniors spend evenings with hosts when not attending activities at the college. They are collected by hosts after evening activities.

C6 There is insufficient guidance for 16 and 17 year-olds on adult courses as to what they may or not do outside lessons and no specific parental consent form for this age group. Parents sign a general 'consent to care' form confirming their agreement to the arrangements made for under 18s at the college, but this is not sufficiently detailed. Group leaders obtain signed forms from parents but do not routinely pass these on to the college.

Following the first stage of the inspection in June, a new parental consent form for students at the junior summer school was introduced. This sets out arrangements in appropriate detail; curfews and behaviour rules are included and parents are informed that students are required to travel independently by public transport between homestays and the college. However, the college has not been able to obtain signed copies of the revised form for all students. Curfew times are specified in the revised consent form but are not well understood by all hosts or all students. Clear rules are in place for students' free time during excursions.

C7 Under 18s on junior summer courses are placed in homestays catering exclusively for juniors. One student under 18 on the year-round programme was permitted to move to private home accommodation in Cheltenham.

One student under 18 was placed in a Cheltenham homestay accepting six students.

C8 Next of kin details are available for all individual students and students in groups.

Care of under 18s summary

The provision just meets the section standard. A robust safeguarding policy is in place and is effectively communicated to staff, students and hosts. Safer recruitment policies are in place; suitability checks have been carried out on staff, but records of checks on homestays are incomplete. Procedures are in place to ensure the safety and security of students on college premises and on leisure activities. Revised parental consent forms have been introduced, but procedures have not yet been fully implemented. The college does not ensure that all under 18s are placed in homestays with a maximum of four students. There is a need for improvement in *Care of under 18s*.
