

Organisation name	Guildford College (part of Activate Learning)
Inspection date	24–26 September 2019

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Guildford College in September 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this college of further education offers courses in general English and ESOL Skills for Life for adults (18+) and young people (16+) and general English vacation courses for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, student administration, learning resources, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Guildford College Group (GCG), which is made up of three colleges, Guildford, Merrist Wood and Farnham (formerly Farnham Sixth Form College), became part of Activate Learning (AL) on 31 March 2019. AL is an educational group which was formed in 2013 to bring together colleges of Higher Education, Further Education, schools and apprenticeships for management, marketing and administrative purposes, and academic and training development. The group currently includes City of Oxford, Banbury and Bicester, Reading, and Bracknell and Wokingham Further Education Colleges. It also manages four FE colleges in Saudi Arabia. At the time of this inspection, Guildford College Group was in the process of being re-branded as Surrey College Group as Part of Activate Learning.

The overall management structure of AL is organised centrally, and members of the executive team have responsibilities across a number of institutions. Individual members of the senior leadership team may be based in one of the colleges and work closely with college staff for the day to day management of provision. Academic matters are also organised centrally within a faculty structure. English Language Teaching is in the Life Skills Faculty of AL.

GCG as part of AL is in a transitional stage. A number of central AL policies, procedures and systems, including enrolment procedures, management information systems, IT services, and human resources policies, practices and documentation are now in operation in GCG. Others, notably academic management, curriculum development and the faculty structure, will be put in place more gradually over the next 12–18 months.

Since the last inspection, the work of the International Centre for Education (ICE) has been extended to include all ESOL courses. Both types of provision are managed by the head of learning and standards for international and ESOL (HL&SI&E) and are taught by one team of teachers. Both EFL and ESOL provision are covered in this inspection.

The inspection was carried out by two inspectors and lasted three days and two evenings. As this was a transitional period, central staff (AL) and college staff (GCG) were involved in all aspects of the inspection. Meetings were held with a number of AL staff, including the head of Surrey College Group, the director of employability and stakeholders, the director of the Applied Learning Foundation (ALF), the head of campus Farnham College, the head of curriculum management, planning and quality improvement, the group head of advice and admissions, the interim head of admissions and enrolment, the data and funding manager, the marketing manager, the group head of student support and an associate human resources business partner. Meetings were also held with GCG staff, including the HL&SI&E, the curriculum leaders for EFL and ESOL, the international programmes and projects co-ordinator, the international admissions and application officer, the international student support officer, the learning environments supervisor, the deputy director of estates, a student support delivery officer, and an accommodation administrator at Merrist Wood.

Focus group meetings were held with three groups of students, EFL, ESOL and ESOL at Farnham College, and with two groups of teachers, EFL and ESOL. All teachers timetabled for the days of the inspection including one cover teacher were observed. One inspector visited three homestays and the student residences at Merrist Wood College.

Address of main site/head office

Guildford College, Stoke Road, Guildford, Surrey GU1 1EZ

Description of sites visited

The main site is Guildford College, situated in Stoke Park, a short bus ride from the centre of town. The ICE has seven dedicated rooms on the ground floor of the main four-storey building and three on the first floor, together with a staffroom, which also accommodates the HL&SE&E and the two curriculum leaders, and an office for administrative staff. All staff and students have access to the central facilities of the college, including reception, the food zone, the restaurant and the learning resource centre.

At Farnham College (Morley Road, Farnham, Surrey GU9 8LU), ESOL has access to teaching rooms in one of the main houses, a staffroom, the learning resource centre, the restaurant and the student common room. The college is surrounded by playing fields, is situated 13 miles from Guildford town centre and is well connected by public transport.

Merrist Wood College (Holly Lane, Worplesdon, Guildford, Surrey GU3 3PE) is located three miles from Guildford town centre. The college specialises in land-based industries and the 400-acre site provides the GCG student residential accommodation.

All three campuses have student and staff car parking areas.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

GCG offers General English courses for full-time international students at five levels, for 15, 17, 19 and 21 hours per week, with a four-week minimum enrolment for three terms. Four levels were running at the time of the inspection. The course can include IELTS preparation classes and, if there is sufficient demand, preparation classes for other external examinations, which are also available as part-time courses. A six-week summer course runs in July and August. An English Plus course, with students studying English in the morning and taking part in a vocational course in the afternoon, has run recently but was not running at the time of the inspection, nor was the High School College Programme.

Part-time (four hours per week in two two-hour sessions or one three-hour evening class) ESOL classes for home students are run at beginner to advanced levels – Pre-entry to Level 2. All students study the ESOL National Core Curriculum and must take Skills for Life awards but can also take relevant external examinations if they wish and have teacher approval. A full-time Access to FE course was also running for a specific group of 16–18-year-old students at the time of the inspection.

English Language support is provided for several well-established closed groups who attend short English plus work experience courses run for academic institutions from a number of European countries.

Management profile

The EFL/ESOL department/ICE is part of the Faculty of Learner Recruitment and Stakeholder Engagement. The head of Guildford Campus is the direct line manager of the HL&SI&E. He is assisted by two curriculum leaders, who manage the EFL and ESOL teachers respectively, and by three administrative staff, who deal mainly with international student matters. ESOL administration is contained within the college admissions and enrolment system, but there is a considerable amount of oversight by departmental staff. The provision will move to the AL Life Skills Faculty as further structural changes are put in place.

Accommodation profile

The college offers both homestay and its own residential, catered accommodation. The residential accommodation is located on the Merrist Wood campus, around 30 minutes away from the Guildford campus by bus. There are two halls of residence offering 100 single study bedrooms with shared showers, toilets and sitting room facilities. Breakfast and evening meals are provided during the week, but not at weekends. In recent years no EFL students have been accommodated in the residential accommodation. The college has a database of 17 active homestays. All homestays are located in Guildford or in nearby towns with good bus and train links. All homestays are within 10–30 minutes' travelling time of the college.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Clearly stated goals and values underpin the supportive ethos of the colleges. Strategic and quality management is effective, and all aspects of student administration are carried out with care and sensitivity. Staff management is satisfactory, with continuing professional development a high priority. Overall, publicity is satisfactory, but attention needs to be paid to some important details. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. Tolerance and respect for others feature strongly in the ethos of the college. Students enjoy a varied and interesting leisure programme and residential and homestay accommodation is of a high standard. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Clear, detailed policies are in place and documentation is thorough. Safeguarding training is undertaken by all staff and hosts and regularly updated. Recruitment procedures are robust. The college carries out its duty of care in a number of ways, especially with regard to supervision of students. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is a very clear statement of the goals and values of AL which have been adopted fully by GCG. They have been made known to all staff through statements, briefings, meetings and seminars and to students through handbooks, induction and very attractive notices.

M2 AL has a clear five-year plan which acknowledges the transitional stages of the merger with GCG and allows for a sensible period of time for all aspects of the merger to be achieved, while putting in place specific systems which need to be implemented immediately and comprehensively.

M3 The structure of the EFL/ESOL department is well established. It is clear and works well. Continuity of management, administration and teaching is assured through cooperative working of a closely-knit, efficient team, some members of which have been in post for some time.

M4 Channels of communication are fluid and effective. Geographical closeness ensures constant informal communication and the programme of regular formal meetings at all levels, records of which are distributed, ensures that relevant information is made known to all and staff are consulted as appropriate.

M5 A number of quality improvement mechanisms are in place to ensure constant feedback from students, including early bird as well as end-of-term formal feedback, together with weekly feedback through student diaries and tutorials. Comprehensive records of student satisfaction are available with some good examples of positive responses to students' comments.

M7 The college quality review cycle is comprehensive. Findings are recorded in the self-assessment report (SAR) and action needed is outlined in the quality improvement plan (QUIP) produced every year by the department. Action taken and/or progress made feeds into any QUIP for subsequent years. The high priority given to quality improvement was demonstrated in the action plan produced in response to the points to be addressed from the last inspection and the very helpful self-evaluation document produced for this inspection.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M9 A number of weaknesses were noted in job descriptions. Some are not dated; some which are dated had not been reviewed or updated; some individual job titles do not match current roles. Human Resources (HR) is one of the areas undergoing major change, but so far job descriptions have not been revised.

M11 New induction procedures are thorough and paced; they are recorded through checklists at every stage. Legacy procedures are also sound, and staff felt they had benefited from full and supportive induction.

M13 Continuing professional development of all staff has high priority. Effective and comprehensive training in a number of relevant areas has been provided by the college and the department in the past and this will be continued through the Applied Learning Foundation, a central resource whose services are available to all colleges in the AL group.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Students in all three focus groups were very satisfied with administrative systems and staff. EFL students are managed at all stages by ICE staff, who were seen to be helpful and courteous. ESOL students are handled by the main college system which is equally satisfactory. The management information system records all relevant aspects of the student journey and is easy to access through the correct channels.

M15 All students receive information and advice on choice of course from departmental staff both before and after enrolment, particularly through pre-arrival information and individual contact, and the ESOL flier, which is available in 16 languages. The entry test procedure is an opportunity to advise and guide students on all courses. Tutorials and Individual Learning Plans (ILP) help to check and adjust course choice, if necessary, during the course.

M16 Financial assessment is particularly important for ESOL students. College staff have been fully trained in assessment procedures and a very useful step-by-step manual has been produced for reference. There is a high level of awareness of the sensitivity needed in status identification and fee assessment.

M20 Conditions under which a student may be asked to leave the college are very clear. Procedures for dealing with problems as they arise are clear, staged and made known to staff and students.

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

Comments

The main medium of publicity is the website. There are also fliers and brochures for EFL and a flier in 16 languages for ESOL. A detailed, very well-produced AL booklet dealing specifically with the GCG is widely available on all three campuses. Information is also available through several social media platforms.

M22 Publicity and information is accurate. There are very clear descriptions and photographs of the main features of provision. A series of excellent videos covers a number of aspects of the students' experience in the ICE, including approaches to teaching, the availability of resources and the social programme.

M24 All required details for courses can be found on the website apart from the maximum size of ESOL classes, which are described as "small and friendly".

M25 Most details about costs are clear. However, there are no costs given for the coursebook or the examination fees for ESOL courses and only the statement to contact ESOL administration for information about refunds. No cost for residential accommodation was stated and there was no estimate of cost for the EFL coursebook. Details for the last two items were added to the website subsequent to the inspection, so this is now satisfactory and is no longer a point to be addressed.

M27 The description of accommodation is accurate but brief; the link to pre-arrival information gives much more detailed information.

M29 The footer on the EFL pages uses an out-of-date Accreditation marque. This was changed to the correct marque during the inspection, so this is now satisfactory and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met

P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	
<p>P1 Although in need of some refurbishment, the main building at Guildford is satisfactory at the moment as it is clean and well looked after. Various improvements are planned by AL once the transition is complete. The premises at Farnham college are of a very high standard.</p> <p>P2 All classrooms are quiet and of a good size for the groups using them; furniture can be organised in a variety of patterns. As a result of being designated, wall displays show that they are clearly language teaching rooms and “homes” for the students who use them. All classes have access to computer suites as part of their curriculum.</p> <p>P6 This criterion is met because teachers said the staffroom was adequate in size and the “hot-desking” system worked, and timetables are such that all staff are never present at one time. Meetings of all staff are held elsewhere.</p>	

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments	
<p>P7 Students benefit from a wealth of supplementary materials provided by their teachers in class, and especially by materials on the college VLE which review, consolidate and extend face-to-face lessons. ESOL Core Curriculum materials are well used. There is a wide range of single or small numbers of copies of course and skills books, as well as material used for examination preparation, professional and business courses.</p> <p>P8 Teachers have access to a selection of methodology books and teaching journals. They are well supplied with a wide range of supplementary resources and they have been fully trained in the use of some excellent software packages.</p> <p>P9 All teaching rooms have PCs and IWBs, which are well used by teachers and students. Technical support has been excellent in the past, but some anxiety was expressed about the recent move to the AL centralised system, which does not seem to be so responsive to needs.</p> <p>P10 The VLE and the LRCs on both campuses are excellent facilities for enabling students to undertake additional and independent learning. The LRCs are well stocked with well-organised, accessible, relevant materials and an extensive collection of graded readers.</p> <p>P11 Students are inducted into the use of LRC facilities by their teachers in their first week. All students in the focus groups were familiar with the VLE and the LRCs and said that these facilities contributed greatly to their learning. They commented particularly on the helpfulness of staff in the LRCs.</p> <p>P12 Teaching and learning resources are under constant review; evaluation of the coursebook is undertaken by teachers and students at regular meetings and after every course, with findings recorded in the course report. Students and staff said they were very satisfied with teaching and learning materials, especially the digital material available.</p>	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met

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

T4 All three members of the academic management team are TEFLQ and have relevant higher degrees. All three have a considerable amount of teaching and management experience in the UK and two have experience abroad. All are well-established members of college staff and work very well together and with their teaching teams.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 The HL&SI&E is responsible for allocating teachers to classes working closely with his curriculum managers. Most of the teachers have been with the college for some time and are largely EFL or ESOL in experience. There is some scope for changes of levels within the sections, however, and a number of teachers teach across both types of provision. This has been supported through peer observations, shadowing and training.

T7 Cover arrangements are excellent. There is a detailed cover timetable with two and sometimes three named cover teachers, so there is cover for cover. Detailed records of work done, and availability of resources ensures continuity for students. Cover was seen in action during the inspection; it worked well.

T8 Effective strategies are in place to deal with continuous enrolment. Teachers are aware that this is the nature of provision and have a positive view of continuous enrolment. Teachers and students welcome new members to the groups and value the change of dynamics. Support is available from a number of sources.

T9 There are regular teachers' meetings and frequent, teaching related CPD sessions. Peer observations are encouraged; they are recorded and are set as one of the performance management objectives for individual teachers. Teachers in the focus groups felt they were well supported by their curriculum managers and the HL&SI&E, and part of a mutually supportive team.

T10 There is a well-established procedure for observation of teachers and all teachers are observed once a year with full feedback including areas for future development which can be followed through in subsequent observation. Records were seen of full observations in 2018. Learning walk observations have also been beneficial. Observations contribute to teacher appraisals.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Both EFL and ESOL courses are based on sound and well-articulated principles. These are explained in detail in the teachers' handbook, but as several of them have actually contributed to the design of courses they are already fully committed to them.

T12 Courses are regularly and thoroughly reviewed. Student diaries are seen by teachers, so student evaluation of lessons as well as student progress is noted daily. Adjustments are made accordingly. Courses are reviewed at regular meetings and especially end-of-course meetings which feed into the ICE SAR.

T14 A number of interesting out-of-class activities are an integral part of the EFL syllabus. These are organised, prepared for and carried out by teachers, and the language needed is highlighted, presented, used and checked.

T15 All courses include elements of study skills. The ESOL ILP document helps students to identify specific study skills and note their use and development on a very good checklist. Further progress in study skills is noted on the second term checklist. The *Smart Study Guide* given to every student at the beginning of the course is invaluable.

T16 The ESOL course is specifically designed to help students develop language skills to help them manage their long-term stay in the UK. EFL students benefit from being in a college with native speaker students and have been involved in a number of useful activities including, working with Travel and Tourism students, organising an International Day and visiting an English primary school, as well as preparing projects on British culture.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Very thorough placement procedures, during which all skills are measured, ensure that the majority of students are placed in the correct level, all of which are linked to Common European Framework of Reference descriptors. Particular needs, such as literacy, are catered for. Learning styles are also checked and responded to. Classes observed were homogenous.

T18 Regular, four-weekly tests, individual tutorials and ILPs are effective ways of measuring and recording progress. There are also tests at the end of term and progress is measured against entry levels. Students are encouraged through their diaries to measure and evaluate their own learning.

T19 Targets are set using a list provided in the ILP document and any need for additional support is identified by student and tutor and, if necessary, a remedial programme is agreed. Much of the additional work set is available on the VLE.

T20 It is made very clear to ESOL students that they have to prepare for and take Skills for Life examinations. They may also take other externally validated English language examinations, with the approval of their teacher. EFL students do not have to sit examinations but a number choose to do so. Teachers have experience of preparing students for these examinations.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All full-time EFL classes, the one full-time ESOL class, and a selection of day and evening ESOL, part-time classes, including one a Farnham College.

Comments

One teacher was not teaching on the days of the inspection; one teacher was a cover teacher.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers produced accurate models of spoken and written English, with clear explanations of structure and relevant examples. Vocabulary was well taught with boarded examples supported by helpful information such as stress markers and lexical class and in many cases phonemic script. Appropriate attention was paid to pronunciation of individual words and words in connected speech.

T24 Content of lessons was highly appropriate to the needs and level of students as outlined in class and individual profiles and in response to weekly feedback expressed in student diaries. Differentiation was planned for and there was evidence of sensitivity to the specific needs of some learners. Homework and the use of the VLE were well integrated aspects of all lessons.

T25 Learning outcomes were clear and learning objectives as described in schemes of work were being met. Every lesson plan showed a comprehensive and coherent sequence of activities and some teachers were very good at reminding students of their learning objectives in the flow of the lesson, as well as making clear the purpose of the particular language development activity.

T26 A wide range of teaching techniques was seen. Patient prompting, gentle elicitation, sensitive monitoring, careful concept-checking and routine instruction-checking were in evidence. Choral drilling was put to good use in some classes and there were some very impressive instances of peer teaching.

T27 The classroom environment was effectively used by all teachers. Movement of students, changes of pair and groups and careful placement of students with regard to mother tongue were used to good effect. Teachers and students were confident and competent in the use of IWB and electronic software. Some excellent teaching materials were seen in use.

T28 Feedback from teachers was encouraging, the level of praise was fitting, and activities were monitored well. Self and peer correction were the norm. There were also examples of delayed correction so that individual errors could be shared with the class to the benefit of all students. A clear marking scheme was used for written work.

T29 Review activities featured in most lessons. Teachers planned a number of achievable tasks which ensured measurable success. Reflections in student diaries encouraged evaluation of learning.

T30 Good nomination, acknowledgement and use of student experience and the valuing of their contributions made classes interesting and enjoyable. A variety of tasks, lively pace and a good balance of teacher-student, student-student talking time ensured, without exception, a high level of student engagement.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Standards ranged between good and excellent with the overall average assessed as very good. Competent teachers planned and delivered interesting lessons which led to learning outcomes that were relevant to their students. Resources and facilities were used competently and all classroom interactions were managed in such a way as to encourage students to acquire and extend their knowledge of the English language and to increase their confidence in its use

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are impressive levels of safety and security throughout the college: reception is staffed at all times and visitors have to sign in and out; all staff, students and visitors must wear appropriately colour-coded lanyards, and CCTV cameras monitor the premises as a further level of security. Comprehensive records of security checks were seen, including regular fire drills and buildings' risk assessments.

W2 A comprehensive major incident and emergency procedure is in place. All staff are made aware of what to do in an emergency and relevant parts of the procedure are made known to students.

W3 Pastoral care and support for students is embedded in the ethos of the college. Information about staff responsible for the well-being of students is sent to students and their parents/guardians as part of pre-arrival information. Posters naming key members of staff responsible for pastoral care are displayed throughout the school and on the website. Students in the focus group spoke very highly of the pastoral care they received and were very clear about who they would go to with any problems.

W4 As with safety and pastoral care, tolerance and respect for all is part of the ethos of the college. Posters promoting the college's anti-bullying policy and policies of respect and tolerance are displayed effectively throughout the college. These codes of conduct are shared with students at induction and frequently discussed in classes.

W6 Very good information is available on the website and is sent in pre-arrival packs, detailing the various routes and means of travel to the college, with useful links and an indication of costs.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W9 All homestays visited were of an impressively high standard, as was residential accommodation. Both types of accommodation were well-furnished and spotlessly clean, providing a very comfortable living environment for students. Hosts were friendly and welcoming and clearly knew their students well.

W10 Very good arrangements were in place for cleaning rooms and communal areas in the residential accommodation. Bedding packs are provided when requested and students have access to laundry facilities. In the homestay accommodation visited, all hosts did laundry at least once a week, and often more frequently.

W11 Good, detailed records were seen of re-inspections carried out by the accommodation staff. Hosts are visited at least every two years and often more frequently. Hosts spoke highly of the very good relationship between them and the college, which helps any problems to be addressed quickly.

W15 Evening meals were being prepared in all three of the homestays visited and all were of an exceptionally high standard. All hosts visited enjoyed cooking and saw meal planning as a shared activity between them and their students.

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

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

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

Comments

The applicable criterion in this area is fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Information is made available to students to enable them to get the most out of their time in Guildford and the UK. Announcements about trips and events and what is happening locally, are posted on the VLE and social media; students are given help to book tickets if required.

W24 A variety of activities is offered to students through a carefully planned programme. Care is taken to ensure activities are not repeated too frequently and student feedback and preferences are taken into account, informing the future planning of the programme.

W25 The leisure programme is under the direction of a named member of staff who is also an EFL curriculum leader. He has a great deal of experience of running the leisure programme and this shows in the detailed planning, interesting and informative handouts, and the enthusiasm of the students for what is offered.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met

S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Met

Comments

At the time of the inspection, there were 19 students aged under 18 studying English language courses in the college. Of these, 12 were looked-after children staying in residential hostel accommodation run by a charity. One under 18 student was in homestay accommodation.

S1 A comprehensive safeguarding policy is in place giving clear rules and guidance to everyone in the organisation. This is reinforced by posters throughout the college alerting students and staff to the policy and the measures in place to ensure safety for all.

S2 All staff and homestay hosts receive regularly updated safeguarding training at the level relevant to their role. Students are made aware of safeguarding issues and relevant parts of the policy at induction. Further information is given in the student handbook.

S4 The college has a safer recruitment policy and ensures that trained members of staff sit on all interviewing panels. Suitability checks are carried out on all members of staff and everyone over the age of 18 in homestay accommodation. If a new member of staff is employed before a suitability check arrives, a thorough risk assessment is undertaken; this has rarely had to be implemented.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	October 2015
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 courses in a variety of subject areas.
Other related accredited schools/centres/affiliates	Activate Learning Colleges: City of Oxford College and Reading College, including Bracknell & Wokingham College
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
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Details of any additional sites not in use at the time of the inspection and not visited	N/a
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Student profile	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	34	34
Full-time ELT (15+ hours per week) aged 16–17 years	19	19
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	337 (329 ESOL + 8 EFL)	337
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	390	390
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	N/A	N/A
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–55	16–55
Adult programmes: typical length of stay	ESOL: 24 weeks EFL: 10 weeks	ESOL: 24 weeks EFL: 10 weeks
Adult programmes: predominant nationalities	Spanish	Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	16
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	16	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	20	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
Academic manager: 8.5 hours; two curriculum leaders: 17 hours each	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16
Comments	

None.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	18	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	266	6
Staying in privately rented rooms/flats	87	12
Overall totals adults/under 18s	371	19
Overall total adults + under 18s	390	