

Organisation name	Itchen Sixth Form College
Inspection date	4–5 April 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Itchen Sixth Form College in April 2022. 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](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

## Introduction

Itchen College is a sixth-form college housed in a former grammar school. Students aged 16–19 years are offered a range of courses leading to GCE 'A' levels and BTEC qualifications and the facilities are used for separate adult education provision in the evenings. There are some 1,400 students in the college, approximately five per cent of whom were international at the time of the inspection. EFL is located within the international school.

The inspection lasted one and a half days, and was conducted remotely. The two inspectors spoke to the deputy principal, two assistant principals, the international admissions and compliance officer, the designated safeguarding lead, the international accommodation and welfare officer, the health and safety officer and the human resources officer.

One focus group meeting was held with students and one with teachers. All teachers timetabled during the inspection were observed. The inspectors viewed a video tour of the premises in advance of the inspection, and one inspector had a short premises video tour during the inspection. Two homestays were visited remotely.

## Address of main site/head office

Middle Road, Bitterne, Southampton, Hampshire SO19 7TB

## Description of sites observed

The college is sited in a former grammar school building situated in a suburb to the east of Southampton city centre, with good transport links to the city and the surrounding area. In recent years, redevelopment and extensions to existing buildings to have provided additional classrooms and facilities. There is a sports centre, with sports hall, gym and outdoor sports facilities, a theatre, and a performing arts block with recording and performance studios.

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 type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers IELTS preparation and English language support for international students on A-level courses, high school 'experience' programmes of up to six months which include an English language component, and short bespoke 'taster' programmes, primarily in the summer period, for groups of Chinese students aged 16+. 16–17 year-olds are enrolled on adult courses. At the time of the inspection all students were on courses combining the study of English with other subjects.

## Management profile

The international manager, who has responsibility for academic leadership (EFL and modern foreign languages), and the management of five support staff in the international school office, reports directly to the assistant principal.

## Accommodation profile

There are about 87 active providers on the homestay register. Half-board accommodation is provided during the week and full board is offered during weekends. 54 homestays accommodating fee-paying international students were in use during the inspection.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is generally clear and accurate.

### Premises and resources

The provision meets the section standard. The school buildings are in good condition. Classrooms are of sufficient size and there is ample space for students and staff to work and relax. There is a good range of teaching and learning resources and technology meets the needs of students and teachers.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and information are met. The management of the accommodation systems works to the benefit of students. The well-organised leisure activities are varied and tailored to meet the needs and interests of the students, and leisure and sports risk assessments are very thorough.

### Safeguarding under 18s

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the college and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the college and homestay hosts have had basic awareness training. DBS certification for college staff is not renewed every three years or included in the updating scheme.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
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.	Met

### Comments

There is a clear statement describing the college's goals, values and mission, created in consultation with college staff and shared with staff and students through handbooks and policies. There is a strategic plan covering all areas of the work of the college with clear and realistic objectives for the future. The structure of the ELT organisation is straightforward, communication is effective and staff felt very well informed. There are good systems in place to collect feedback from students both formally through initial and end-of-course reviews, and regular meetings and tutorials. Staff feedback is collected through an annual staff survey, appraisals and regular meetings; feedback is

collated and analysed and there is evidence of action being taken. A detailed self-evaluation document is in place and up to date.

<b>Staff management and development</b>	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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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.	Met

**Comments**

A full range of human resources policies is in place, and available to staff on the college website, at induction and through the various staff handbooks. Job descriptions are in place for all members of staff and are reviewed annually as part of the performance and development review process. Recruitment and induction procedures are good and staff records sampled had most of the required checks and documentary evidence. The continuing professional development record provides evidence of the college's commitment to developing staff and responding to their development needs.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not 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.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

**Comments**

Students commented very positively on the helpfulness and friendliness of all staff, and excellent customer service is at the centre of the ethos of the school. Pre-arrival advice and guidance is personalised and communication with prospective students, parents and agents is thorough. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors. At present the college does not record if the emergency contact speaks English.

<b>Publicity</b>	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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met

#### Comments

The college website is the main medium of publicity with various downloadable brochures and booklets. Publicity is accurate and gives rise to realistic expectations. Information is presented in clear and accessible English and information on courses is well presented and easy to find. A useful video tour of the college gives a realistic impression of the college and facilities. The description of accommodation is clear. All costs are detailed in the international programmes leaflet.

### 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.	Met
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

The video tour of the premises available of the website and the personalised tour during the inspection, show that the college premises are in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are excellent facilities in place for staff and students to relax. Signage is generally good and exits are clearly signposted. Noticeboards contain all required information for staff and students.

Learning resources	Met
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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There is a very good selection of learning resources for both students and teachers. Resources include a bank of in-house materials produced by teachers. Technology at the school is well maintained. There is a range of self-study material available for students in the learning resource centre and all students are introduced to the resources available at induction. Resources are reviewed formally at the end of the academic year and each department has a budget for the purchase of new resources.

## Teaching and learning

<b>Academic staff profile</b>	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.	Met

### Comments

All members of the current teaching team have a Level 6 qualification and all are TEFLQ. The teaching team has a range of knowledge, experience and skills which is very well matched to the college and the students. The academic manager is TEFLQ with many years of relevant teaching and management experience.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

Teachers are matched appropriately to courses. The timetabling of students and courses is highly personalised depending on the other academic subjects students are studying and is well managed. Cover arrangements are good. The academic manager was absent at the time of the inspection but very good arrangements had been put in place to ensure continuity and support for teachers. The teacher focus group confirmed that management is available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

Course design is based on a needs analysis of students and reviewed systematically in response to student and teacher feedback to ensure their needs are being met. Coursebooks and maps of books are used alongside teacher produced materials. Because of the nature of the students and the different mainstream subjects they are studying, differentiation is built into the course. This approach works very well for the student demographic. There

are excellent opportunities for students to acquire language and develop relevant skills through their participation in mainstream subjects and the wider context of the college. Learning strategies are central to the students' learning experience, and are focused on at induction, during classes and through additional resources and homework.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Ongoing assessment and support of students takes place throughout the course and details are recorded on a student monitoring system. Progress is discussed frequently with students at review days and tutorials. There is college-wide support for all aspects of learning, as well as counselling and welfare support. All students receive reports; advice regarding examinations and access to mainstream UK education is also available, although current students are returning home after their time with the college.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All

#### Comments

Both teachers teaching on the days of inspection were observed by both inspectors.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Language was mostly very well modelled with clear explanations of grammar and relevant examples of new vocabulary. Clear spoken and written models were provided to students.  
T24 Class profiles were seen and students' needs were well met in the attention to pronunciation and error correction evident in the segments observed. The content of the lessons was highly appropriate for the students.  
T25 Lesson plans were coherent with a clear link between activities and aims. Learning outcomes were referred to with students and available on the virtual learning environment and in schemes of work.  
T26 Teachers showed a good range of teaching techniques including nomination, concept checking, elicitation, repetition and purposeful questioning.

T27 Confident and skilful use of resources was seen, including creative use of coursebooks, good board work and teacher created materials. Differentiation was built into lessons. Pair work was well managed and grouping and regrouping of students seen in most classes.

T28 Teachers monitored language well, gave positive and encouraging feedback and handled correction well, often in the flow of the lesson.

T29 Tasks and activities to check whether learning was taking place were an integral part of most lessons. Teachers often made reference to work covered previously.

T30 Teachers knew their students very well and were able to engage and motivate as well as challenge them. Rapport was good and students were enjoying the lesson and learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was judged as good overall against the criteria. Teachers demonstrated sound grammatical awareness and provided clear models of the language. Lessons had been planned with clear knowledge of students and with their needs and interests at the forefront. The techniques used were appropriate, and resources were managed effectively. Teachers had given some thought to the evaluation of learning, gave useful feedback to learners and created a very positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Safety and security are well ensured by a variety of measures. These include clear safety information in all areas, frequent fire drills, regular fire alarm testing and comprehensive provision of first aiders. There is a crisis management plan which details a number of different scenarios; relevant elements of this plan are made known to students. A range of measures are undertaken to make students aware of pastoral care. Each student has a designated personal tutor, normally their class teacher, who they meet in timetabled sessions. Welfare provision is included in the post-arrival induction and in the student handbook. Very full and pertinent information is made available to students about life in the UK including how to access health care provision.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
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.	Met
<b>Comments</b>	
The college only offers homestay accommodation. It was clear from the very full accommodation documentation and the virtual tour of the homestay in use at the time of the inspection that the college has clear expectations of accommodation providers. Student feedback confirms that accommodation is comfortable, clean and well managed. The college requires that all homestays provide all necessary facilities and services. Regular checks on homestays have been carried out. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules and terms and conditions are made very clear to homestay providers.	
<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
<b>Comments</b>	
All criteria in this subsection 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
Not applicable.	
<b>Leisure opportunities</b>	
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.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
A social programme is offered with age-appropriate activities; recent trips had been made to Bath, Oxford and Thorpe Park. Activities are well planned with full risk assessments that are regularly updated. Students in the focus group were very happy with the opportunities provided for them. Ratios of staff to students are more than satisfactory and at least one member of the accompanying staff is a first aider.	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
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.	Met
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.	Met

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.	Not met
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 69 international students; of these 51 were 16 or 17 years old. The college does not admit students aged under 16. The college has a very full safeguarding policy with a head designated safeguarding lead (DSL), two deputy head DSLs and a number of DSLs in faculties and departments; one of these is in International. All staff are suitably trained, with regular updating. All staff and homestay hosts are DBS checked but certificates for the former are not renewed every three years or included in the update scheme. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises. The organisation has an appropriate recruitment policy. Arrangements for the supervision of students in lessons and in case of absence are clear. Suitable procedures are in place for the accommodation of under 18s and hosts are fully aware of their responsibilities. All students under 18 are required to provide information on two emergency contacts.

#### 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 2017
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**State sector**

Type of institution	Sixth form/ FE 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
Details of any additional sites not in use at the time of the inspection and not visited	N/a

<b>Student profile</b>	At inspection	In peak week: September (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	18	16
Part-time ELT aged 16–17 years	51	55
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>69</b>	<b>71</b>
Junior programmes: advertised minimum age	16	16
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	18	18
Adult programmes: typical length of stay	6 months	6 months
Adult programmes: predominant nationalities	Italian, Brazilian	Italian, Brazilian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	10	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The academic manager was absent during the time of inspection. Her duties were being carried out by a TEFLQ member of staff. He was teaching nine hours in the week of inspection.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	0

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3
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	51
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	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	18	51
Overall total adults + under 18s	69	