British Council

Inspection report

Organisation name	King's College London
Inspection date	16–20 October 2017, follow up assessed 1 May 2018

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

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

Recommendation

The period of review may now be ended and accreditation continued until the next full inspection which falls due in 2021.

Summary statement

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

The English language teaching department of this large university offers courses in academic English for adults (17+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	October 2013
Subsequent spot check (if applicable)	October 2016
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	University
Other accreditation/inspection	N/a

Premises profile

Address of main site	King's College London, English Language Centre, Bush House, 30 Aldwych, London WC2B 4BG.
Details of any additional sites in use at the time of the inspection	Strand Campus, King's College London, Strand, London WC2R 2LS (includes Drury Lane - used for overflow or contingency purposes only - and Bush House buildings, which include Melbourne House) Waterloo Campus, Franklin Wilkins Building, Stamford Street, London SE1 9NH (used for approximately 30% of teaching) Guy's Campus, St Thomas Street, London SE1 1UL (used on occasion for in-sessional support – one or two classes per term) Denmark Hill Campus, 10 Cutcombe Road, London SE5 9RJ (used on occasion for in-sessional support - one or two classes per term)
Details of any additional sites not in use at the time of the inspection	St Thomas' Campus, St Thomas' Hospital, Westminster Bridge Road, London SE1 7EH
Profile of sites visited	King's College London occupies five campuses in London, and this inspection included various parts of the Strand and Waterloo Campuses. The recently extended Strand campus now incorporates a string of interconnected buildings on and adjacent to the Strand itself, as well as the Bush House buildings, where the English Language Centre (ELC) is situated, the Maughan Library in nearby Chancery Lane, and the Drury Lane building. which was formerly the ELC base. The Waterloo Campus is approximately 20 minutes away on foot and includes the Franklin Wilkins Building (FWB) and the James Clerk Maxwell Building, as well as a building with student accommodation. The English Language Centre (ELC) is currently located on the third floor of the north-east wing of Bush House, and is reached by lift or stairs. There is a range of offices and meeting rooms, with two staffrooms and a kitchen area. This is predominantly a staff area, while students have a "hub" in the Open Learning Centre (OLC) in the adjacent Melbourne House. This is a

dedicated space with secure entry, and the programmes team are located here in an open-plan office area. There are three classrooms and two private seminar rooms, as well as social and private study areas with computers, and a relaxation area with seating and kitchen facilities. Other facilities include a small library collection, stationery, and photocopying and printing. There are noticeboards and a plasma screen.

Student profile

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	ELC: 100 College: 1.2	ELC: 100 College: 3.7
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	339	910
Full-time ELT (15+ hours per week) aged 16–17 years	45	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
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	**384**	**910**
Junior programmes: advertised minimum age	0	0
Junior programmes: actual minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: actual maximum age (include closed groups.)	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	0	0
Adult programmes: actual minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	0	0
Adult programmes: predominant nationalities	0	0
Number on PBS Tier 4 General student visas	292	675
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	29	70
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	6	
Number teaching ELT under 10 hours a week	23	
Number of academic managers for eligible ELT courses	10	13
Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff (e.g. catering, maintenance, drivers directly supporting the ELT operation.)	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	10

Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	10
Comments	

Six academic managers have fewer than five hours of teaching; two have approximately ten hours; two have zero. Five academic managers were teaching during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	26
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	29
Comments	

None.

Course profile

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

The pre-sessional programme is the largest programme and runs from May to September, with six, ten and 15-week courses. The King's International Foundation (KIF) and the International Pre-Master's Programme (IPP) run during term time. Both include EAP and, in the case of KIF, a range of English language input to support main studies. IELTS classes are offered to KIF students at certain points during each term. In-sessional support is also offered during term time.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0

Private residence	0	0
Home tuition	0	0
Residential (University owned accommodation)	162	24
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	The university does not require details of the living arrangements (by type) of students aged 18 or over, although they do hold an address for each student	9
Staying in privately rented rooms/flats		12
Overall totals adults/under 18s	339	45
Overall total adults + under 18s	384	

Introduction

King's College London is a large university with five London campuses and students from around 150 countries.

The English Language Centre (ELC) operates across the university, and sits outside the faculty structure; its director reports to the senior vice-principal for operations. Its key purpose is to facilitate the entry of international students to the university, predominantly by providing routes into undergraduate and postgraduate programmes.

Following the last full inspection in 2013, there were significant changes in the staffing structure of the ELC, most of which were detailed in the subsequent spot check report in 2016. The new structure with two deputy directors, one academic and the other administration and operations, has continued to embed itself and the new appointments that were imminent at the time of the spot check to permanent course co-ordinator roles have been made. The director of the ELC now reports to the senior vice principal for operations instead of the vice principal international.

The inspection took place over five days. Meetings were held with the ELC director, the ELC deputy director (administration and operations), the ELC deputy director (academic), the director of human resource operations and administration, an HR advisor, the ELC student experience officer, the head of talent and development, the deputy head of residences, the welfare and conduct manager for residences, the ELC programmes manager and two senior programmes administrators, the senior vice-president operations, the technology enhanced learning co-ordinator, the assistant director, quality and academic support, the sports participation manager, the assistant college safety officer, the ELC departmental administrator, the director and deputy director of student services, the head of business development, the head of campus operations (Strand), the duty manager (Bush House), the project services mobilisation manager, the library liaison manager, the head of marketing, the ELC marketing manager, the ELC senior marketing officer, and four ELC programme co-ordinators: one for postgraduate and executive education; one for pre- and in-sessional programmes, and two for foundation programmes. Two focus group meetings were held with teachers and one with student representatives. One inspector met a group of student ambassadors – graduates of the ELC who support new students. A total of 34 teachers were observed, including six carried out by a third inspector who joined the inspection for the first morning. One inspector visited three residences.

Additional information submitted at the request of the Accreditation Scheme Advisory Committee was assessed in May 2018 and the report updated.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	⊠

Comments
M1 The items sampled were satisfactory.

Staff management

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

Comments

M4 Both formal and informal channels of communication are in use, including regular and frequent meetings, notices and reminders, and detailed staff handbooks. A regular ELC newsletter is also produced. Communications are facilitated by the use of the college virtual learning environment (VLE) and staff and student intranet, and the ELC has produced a communications charter in response to staff feedback. See also M19.

M5 Thorough inspection of staff files was hindered by the unwieldy HR systems. However, documentation provided and discussion with newly recruited staff and those involved with HR processes indicated that appropriate systems are in place. Some information, such as qualifications, references and evidence of suitability checks is also kept by the ELC.

M7 All staff, including temporary pre-sessional tutors, receive a thorough induction, and each staff member is assigned a "buddy". Teaching staff are encouraged, and paid, to arrive up to two weeks early for this purpose, and those in the focus group commented on the thoroughness and helpfulness of the process.

M8 A well documented appraisal system is rigorously implemented and clearly linked to probation and continuing professional development (CPD) systems. Procedures are extremely clear and accessible to all staff through the intranet and include support and training resources. Short-term contract staff are appraised through the probation system, and pre-sessional tutors receive an observation and a one-to-one meeting.

M9 A wide range of CPD opportunities is available for all staff across the university, and although current HR systems do not allow the creation of CPD records for individuals, ELC's own records and plans demonstrate consistent and regular CPD opportunities for all staff. Probation procedures include the early creation of a personal development plan, and there is financial support for the upgrading of qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☒	☒	

Comments

M10 The programmes team are able to cover for each other and sit together next to the ELC's open learning centre so that they are available for enquiries and to support students using the centre. They are well known to students, effective, efficient and friendly.

M13 There are good procedures for recording contact details, which are kept locally, as well as on the main university system, and are fully accessible to key staff.

M14 The attendance policy and follow-up procedures in case of absence are clearly documented and communicated. Electronic registers are kept and students are expected to notify the centre of any absence and the

reason for it. Weekly checks are carried out and all causes for concern followed up.

M15 Disciplinary policies and staged procedures for addressing issues are clearly set out in the student handbook and form part of induction. Some lesson materials make use of policies to discuss the consequences of certain actions – for example, plagiarism.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 The university's quality review cycle is comprehensive and consistently implemented through an annual process of reporting, self-assessment, monitoring and review, incorporating staff and student feedback from a range of sources. As the process is faculty-driven, the ELC comes under the faculty of arts and humanities for this purpose.

M18 Student feedback is formally collected and analysed at an early stage in the year as well as at the end of programmes. The ELC staff-student liaison committee provides a very effective channel for communication and feedback throughout the year. Student representatives are elected and the student experience officer provides them with briefing and support to carry out their role. Meetings are held regularly throughout the academic year, and summaries of discussions, including action taken, are posted on the VLE. Students also have the opportunity to complete feedback surveys each term, and have regular tutorials. They are encouraged to contact personal tutors and/or the student experience officer to discuss any issues of concern or interest, and there is an online feedback facility that can be filled in at any time, with comments being passed to the relevant head of department for action.

M19 In addition to the university-wide staff surveys, which take place every two years, and the online feedback facility for students and staff, there is a wide range of local opportunities for staff feedback. This includes actual and virtual suggestion boxes and informal tea and cake meetings with the director, as well as regular one-to-one meetings and departmental meetings. Where an area consistently features in feedback, a working group of interested staff is set up to consider the issues; three such groups have been in operation in the current year. The ELC has also produced a 'you said - we did' response to the areas relevant to its own staff in the wider staff survey. Exit interviews are held with departing staff members. See also M4.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☒	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

M23 Course descriptions are very clear, detailed and consistently presented throughout.

M24 Information on course dates and non-teaching days is accessed through a link to the student handbook, and information on maximum class size is included, but not very easy to find. No minimum enrolment age or times of classes are included. A sample timetable is only provided to offer holders.

M27 Appropriate links are provided to the range of clubs and societies available.

Management summary

The provision meets the section standard and exceeds it in some respects. There are good systems for all aspects of staff management and a strong emphasis on communication. Student administration is friendly and efficient, and quality assurance processes are comprehensive and robust. Publicity is clear and accessible, with some minor omissions. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R1 Even in the midst of a major programme of building and renovation, the university as a whole offers excellent space for all aspects of staff and student life, and the ELC, in its temporary premises, likewise.

R2 Across such a large institution, there is naturally a range of older and more modern areas. However, all are in good condition and the new space currently allocated to the ELC offers a very high standard of décor, facilities and cleanliness.

R3 Classrooms in use during the inspection varied widely but all were well furnished and equipped and most provided appropriate space for teaching and learning. The majority were light and spacious, but a number were very cramped without scope for movement, and in some not all students could see the board easily. Some rooms were affected by the noise of building works, especially where windows were open because of the warm weather.

R4 The Strand and Waterloo campuses offer ample space for relaxation as well as a very wide and varied range of places offering food and drink at reasonable prices The Melbourne House open learning area provides a very welcoming, dedicated space for ELC students. In the immediate local environment there is a huge range of choice of shops, cafes and restaurants.

R5 Signage on both campuses is very clear and effective and KCL buildings are very easily identified within the Aldwych complex. The OLC includes a useful plasma screen displaying updates and information, including a who's who of staff, and noticeboards are well maintained.

R6 There is ample office space, additional rooms for meetings, and two spacious and well furnished and equipped staffrooms for teaching staff with lockers for storage. In addition, a kitchen area is provided, as well as a separate space for eating.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 Recommended materials, highly appropriate to the programmes and students' level, are provided for KIF and IPP; these are copied and distributed as handouts. A printed booklet of materials is produced for pre-sessional students. A range of additional materials is available online, and in the OLC.

R8 Teachers benefit from a very wide range of available materials and there is widespread sharing of ideas and resources through the shared drive and the VLE.

R9 Technology Enhanced Learning (TEL) is an established part of teaching and learning in the ELC, and there is a TEL Co-ordinator as part of the academic management team, as well as a learning technologist. There is excellent access to technology for staff and students alike, as well as reliable Wi-Fi provision and strong technical support.
R10 The OLC dedicated to ELC students provides a welcoming area for social and independent learning, as well as a contact point. Some books, readers and reference materials are also available here. Across the university there are extensive library facilities and study zones, with ELT as well as subject specific materials. All libraries are open 24 hours.
R11 Students receive bespoke welcomes and inductions to the relevant libraries and facilities, and the VLE includes extensive online information and support. There is a study skills centre and students can book drop-in sessions and one-to-one support online. Library and ELC staff liaise regularly to ensure that ELC students' needs are being met.
R12 All resources are regularly reviewed as part of the annual course review process within the faculty of arts and humanities.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Learning resources, premises and facilities all strongly support and enhance the student experience and offer a very good professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

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

Comments

T2 Almost all teaching staff during the week of the inspection were TEFLQ, and many hold higher qualifications. During the pre-sessional when many more teachers are engaged, the staff profile changes significantly, but records from this summer indicate that TEFLQ teachers still formed the majority.
T3 Rationales were provided for three teachers of EAP who were not TEFLQ. All were accepted in the context of this inspection. Two teachers are TEFLI with postgraduate qualifications and, in one case, a TEFLQ module. One is TEFLI and currently undertaking the DELTA. All have strong EAP experience.
T4 All members of the permanent academic management team are TEFLQ, with extensive relevant teaching and academic management experience. During the pre-sessional a number of permanent, experienced, TEFLQ teachers are designated as 'lead tutors' and form part of the management team. They mentor and train temporary staff, help with organisation and conduct some observations. On the 2017 pre-sessional, three of these lead tutors undertook observations.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☒	☒	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T7 There is a central timetabling system, but there is scope for requests and input from ELC, in order to meet particular needs of programmes, and an example of this was seen on the IPP. Timetables are posted on the VLE and easy to access.
T8 Arrangements for cover are very good; two cover teachers are timetabled and there is a central email system for notifying the centre of absences and for posting suggested materials.

T10 Teachers benefit from strong day-to-day support through the roles and availability of co-ordinators, meetings, and online resources and information. There is a regular programme of CPD events and development days, including some EFL-specific input identified through observations, as well as input related to wider teaching and learning areas. Teachers commented extremely positively on the range and quality of support available to them.
T11 Regular observation takes place and feedback is given both verbally and in writing. Although a template is used, the identification of action points and planning for improvement varied quite widely across the observation records seen. Teachers felt that comments were constructive and helpful.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 There is a principled and clearly described course structure for all programmes. Teachers have clear guidance as well as weekly reminders, materials and support.
T13 All programmes are subject to formal, documented review processes incorporating analysis of student feedback from a wide range of sources.
T14 Course descriptions cover all aspects of the course week by week and include assessment dates and information.
T15 Independent learning and study skills are key aims and features of ELC programmes; materials focus on study and learning strategies, and tutorials provide individual guidance.
T16 Programmes provide strong links to the university world and local environment through work in class, out-of-class activities and homework. Students are immersed in both academic and social aspects of university life.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☐	☐	☐	☒
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T18 Students are given many opportunities to assess their own progress throughout their course, and they also receive regular written progress reports from their personal tutor. Tutorials help students to set clear targets and there is a wide range of support available, including online resources through the VLE.
T20 Information for students on assessment criteria and how they relate to their work is very clearly presented and accessible.
T22 Students are made aware of the range of information and advice available to them. There is a special UCAS course on the VLE and regular sessions are also held to support students in their application process.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	KIF, including Preview, Source, Support and English Plus classes; IPP; in-sessional support.
Comments	

All teachers timetabled during the week of the inspection were observed.

Classroom observation

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

Comments

T23 Teachers provided mostly very clear models, both spoken and written, and some teachers provided additional information about language in use, such as parts of speech, stress patterns or pronunciation. The majority of lesson segments observed focussed strongly on academic skills, and relatively little attention was paid to specific language areas. There were isolated instances of typographic errors in handouts, and student models were sometimes used without raising awareness of possible errors

T24 Lessons were well planned and made used of highly relevant materials closely geared to students' aims and needs. Useful student profiles were provided, but plans did not identify measures to be taken as a result of information from these: for example, exploiting students' different cultural backgrounds, or providing for additional language support needs.

T25 Lessons were coherent and well sequenced, with very relevant student outcomes in terms of content. Generally, no language outcomes were identified, but the strongest lessons integrated language and academic skills work effectively. In a few lessons, language areas were touched on almost as an afterthought without any clear aim.

T26 A good range of confidently used and appropriate techniques was demonstrated by virtually all teachers.

T27 Some very confident and effective use was made of technology, including students' phones and laptops. Some teachers made use of classroom space for activities involving movement, although this was not possible in some classrooms. The same material was seen in use in a number of classes with a wide range of different approaches.

T28 Lesson structure often included opportunities for peer feedback followed by plenary checking, and a good range of feedback techniques was employed, although focussed primarily on content.

T29 Ample time and opportunity was provided for student self-evaluation through pairwork and individual work.

T30 Teachers related very well to students and ensured good student interaction in most cases. There was a good variety of interaction patterns, and teachers' own language was mostly well graded and authentic. Students were fully engaged in purposeful activities in the vast majority of lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority good. A skilled teaching team planned effective and well-structured lessons and made very good use of technology in the classroom. They engaged students fully and demonstrated a good range of effective teaching techniques. Students' needs in terms of academic skills were very clearly identified and addressed, while language learning needs were subsumed within them rather than made explicit.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Academic staff and managers have a high level of qualifications and experience, and teachers are well supported. Course design is effective, principled and regularly reviewed, and learner management is of a high standard. 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

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 There is appropriate safety and security provision across the areas used by ELC students and staff. Buildings have supervised access, staff and students wear lanyards and visitors are required to sign-in. Fire alarms are tested weekly and records are kept of these and evacuation drills. There are trained fire marshals and an appropriate number of staff with first aid training. There are also good arrangements for safety and security in residences. Reception desks are staffed throughout the day and security staff take over after 21.00 and carry out patrols during the night. Residents have keycard access to the main door of the residence, their flat and their own room.

W2 All students have a personal tutor and both academic and pastoral issues are covered in tutorials. Students in need of additional help are referred to specialist college services, which are also widely publicised on the website and noticeboards. There are prayer rooms on all major campuses, and a chaplaincy. Within King's residences, wardens and residence associates have responsibility for welfare and community support.

W3 The ELC has a student experience officer who has appropriate training and experience. She co-ordinates ELC inductions and holds drop-in sessions twice a week, and is involved in attendance monitoring with the ELC's designated safeguarding officer; students can also contact her via email. Information on welfare services is also displayed on a noticeboard in Melbourne House.

W4 The ELC student handbook contains a link to the university policy on bullying and harassment which has been written with native speakers of English in mind, but the policy is also communicated more accessibly through other means. The ELC is meeting its responsibilities under the Prevent strategy.

W5 The student handbook contains information on emergency services both within and outside the college.

W7 A wide range of relevant information and advice is available during inductions such as the college's international student welcome and orientation and the ELC induction, and on a more permanent basis through online and printed sources, some directed specifically at international students, and noticeboards. The student experience officer can also give advice on a one-to-one basis.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college offers residential accommodation only. It owns or manages 12 residences and has partnership arrangements with four more. It can also book rooms in private flats operated by London University. The residences vary in location, type and cost, but all are within zones 1 and 2 and most are within easy reach of King's campuses. Three residences were visited: two of these were occupied solely by King's students; in the third, King's is allocated approximately one third of the rooms. All offer ensuite rooms in flats of five to nine rooms with a shared kitchen. In one residence, larger studio rooms with kitchen facilities are also available. At the time of the inspection, 114 of 186 ELC students in King's residences were in the three residences inspected, including 11 of the 17 year-olds. The remaining 17 year-olds were distributed across six different residences.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☐	☐	☒	☒

Comments
W9 All three residences were clean and in a very good state of repair. The student rooms seen were well designed and comfortably met Scheme requirements. Students have Wi-Fi access in their rooms and can control their own heating. There are vending machines, and public areas typically include common rooms with TV and games facilities, a study room and external relaxation areas; there are also good laundry facilities. No towels, bedding or kitchen equipment are provided but students can buy a bedding pack comprising a duvet and pillow and a kitchen pack from the residence or from nearby retail outlets. Female students can request a room in a female-only flat, but these flats are limited and requests can only be granted on a first-come first-served basis.
W11 All rooms are checked before students move in. Any necessary refurbishment is carried out between lets.
W12 All documents examined were well maintained and up to date. In privately-run residences, the company concerned has responsibility for all fire security measures, but the college carries out its own audit of systems and records twice a year.
W14 Students in residential accommodation are told that in the event of any maintenance problems they should contact reception staff in their residence, and evidence was seen that the residences welfare and conduct manager follows up on any individual issues raised by students or concerning students. Building user groups also carry out regular inspections and 'You said, we did' notices are displayed.
W15 All King's residences are self-catering.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒

Comments
The college does not offer homestay accommodation.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☒	☒	☐

Comments
W23 All wardens and residence associates are first aid trained, as are all security staff and some reception staff. Students are given information on how to contact emergency medical services.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments
W24 The student advice service provides face-to-face information and advice on accommodation, and leaflets on topics such as council tax liability and exemption. Information is also available on the King's website.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☒	☐

Comments

W26 A wealth of information is made available to students during welcome weeks and thereafter both online and by means of noticeboards. Residence associates use social media sites, blogs and notices to publicise activities organised within their residences, and the Be Active programme, which promotes physical and social activities within King's halls of residence, provides a halls welcome pack.
W27 There is no leisure programme specifically organised for ELC students, but students are encouraged to participate in the wide range of leisure opportunities available across the college, which include a cultural programme organised by the student union. Residences also seek to establish a sense of community through their own social programmes.
W28 Appropriately detailed risk assessments are prepared for Be Active and halls programmes; those for student union activities are too general.
W29 Suitably qualified and experienced instructors are employed for King's Be Active programmes.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. There are sound systems for ensuring safety and security. The residential accommodation provided is of a good standard, and there are well established systems for maintaining standards and promoting a sense of community. Although there is no leisure programme specifically organised for ELC students, students are made aware of the wide range of leisure opportunities available across the university and within King's residences. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

This section was updated May 2018.
At the start of the academic year, there were 60 under 18s in the centre. At the time of the inspection this figure had reduced to 45, and by the end of the academic year almost all under 18s will have turned 18.
C1 The college's safeguarding policy is brief and does not include safer recruitment (but see C4). It is supplemented by an appendix which contains very clear and comprehensive guidelines on good practice. All personal tutors have access to an online resource on student support which includes advice on making referrals in relation to students potentially at risk.
C2 All ELC staff receive mandatory online training; in 2016–17, the college set in motion a systematic approach to safeguarding training which began with face-to-face training of 160 staff in key student-facing teams (accommodation, support and wellbeing, security), and an e-learning module has recently been devised which is available to all university staff. Certification has now been provided for the chief safeguarding officer, the ELC designated safeguarding officer and the ELC student experience officer – all at advanced level. In addition, a document showing the level of safeguarding training required by job role/staff type has been provided.
C3 Parents and prospective students are clearly informed that under 18s will be studying in an adult environment which is 'predominantly unsupervised' and that an appropriate level of maturity is expected. Parents sign an

'agreement to study' form acknowledging that they understand this (but see C6 and C7).

C4 All ELC staff and residence staff are subject to a DBS check. New staff whose DBS checks have not been completed sign a disclosure declaration and are not allowed to hold one-to-one personal tutorials with under 18s. From February 2018, reference requests explicitly ask the referee to comment on the individual's suitability for work with under 18s. In addition, a flowchart has been produced to demonstrate the process that central HR and the ELC follow to ensure that recruited staff have both DBS and references, and the steps taken where there is a delay in receiving these. Guidelines are in place for managers in case of concerns raised by references.

C5 Applications from under 17s are flagged and the student is contacted by the programme co-ordinator (online or by phone) before an offer is made to establish a pastoral relationship; key points in the guidance information for under 18s are reiterated at this point. Under 18s are highlighted in registers and identified by a red stripe on their ID card. Their personal tutor, who is their EAP tutor, will see them in class on most days, and there is an initial one-to-one tutorial in the first two weeks of their course. Tutors are expected to record attendance on a daily basis on the online system and concrete steps have been taken to tighten up follow-up on absence and to link ELC monitoring procedures to those of residences.

C6 The college has revised its policy in relation to accommodation for under 18s, who are now either required to stay in a university residence or with a parent, legal guardian or UK-based educational guardian. Guidance for parents and guardians on the nature and extent of support has also been revised to be much more explicit, as is the 'Agreement to study form' which the parent/guardian is required to complete.

C7 Students aged under 18 are no longer permitted to stay in private accommodation (see C6), and a number of concrete measures have been introduced to ensure an appropriate level of support and supervision for students in residences. For 2018-19, all under 18s applying for residential accommodation will be allocated to one of three residences with an enhanced level of care, which includes daily checks on 'in-house status' and weekly sessions with a warden for each flat containing under 18s. A risk assessment and a detailed flowchart outlining action to be taken in the case of an unauthorised absence from a residence have also been prepared.

C8 Students and their parents are given an emergency telephone number for the college. On arrival students are required to complete an online enrolment form which includes details of an emergency contact and this information can be accessed remotely through the student records system by the student experience officer and the programmes team. The records sampled were complete.

Care of under 18s summary

May 2018: The provision meets the section standard. There is now appropriate provision for the safeguarding of students under the age of 18 within the organisation and the accommodation provided.