Inspection report

Organisation name	Kingston College, Kingston on Thames
Inspection date	13–15 October 2015

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

We recommend that accreditation be placed under review because the section standard for care of under 18s was not met and there were weaknesses in publicity and course design. The period of review to be ended by the submission of evidence within six months to show that appropriate action has been taken on the points to be addressed under care of under 18s, publicity and course design. The committee reserves the right to carry out a spot check.
Evidence was subsequently received on course design which was satisfactory. The minimum age is now 18, so the section standard for Care of under 18s is no longer applicable. The period of review was ended.

Summary statement

The British Council inspected and accredited Kingston College in October 2015. 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 college of further education offers courses in general and academic English for adults and vacation courses for adults.

The inspection report noted a need for improvement in publicity.

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

Organisation profile

Inspection history	**Dates/details**
First inspection	2003
Last full inspection	2011
Subsequent spot check (if applicable)	2004
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	ESOL provision for 16–18s and adult learners.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation	N/a

Premises profile

Address of main site	Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ
Details of any additional sites in use at the time of the inspection	Drapers Court Centre, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2BQ Rooms: 7
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The two sites used for teaching are within 100 metres of each other on a main road with easy access to transport and local amenities. The Drapers Court Centre has been recently renovated. Facilities include a shared computer room and a kitchen with tables and chairs for use by staff and students. Staff offices are distributed across the two buildings.

Student profile	At inspection	In peak week November (organisation's estimate)
Of all international students, approximate percentage on ELT (excluding ESOL) courses	233	264
ELT (excluding ESOL) students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	20	30
Full-time ELT (15+ hours per week) aged 16–17 years	2	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	210	230
Part-time ELT aged 16–17 years	1	1
Part-time ELT aged under 16 years	0	0
Overall total ELT students shown above	233	264
Minimum age	16	16
Typical age range	20–35	20–35
Typical length of stay	10–36 weeks	10–36 weeks
Predominant nationalities	Spanish, French, Italian	Spanish, French, Italian
Number on PBS Tier 4 General student visas	0	15
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	11

These figures exclude the academic managers.

Comments

Neither of the academic managers was teaching EFL classes in the week of the inspection.

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

Students aged 16–17 are admitted to adult courses, but the college receives very few applications for EFL courses from such students. At the time of the inspection, there were three under 18s, one of whom was doing a part-time EFL course alongside a mainstream course.

Accommodation profile

Number of students in each at the time of inspection (all ELT - excluding ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	4 [placed by the agency previously recommended by the college]	0
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
Arranged by student/family/guardian		
Staying with own family	80	2
Staying in privately rented rooms/flats	146	1
Overall totals adults/under 18s	230	3
Overall total adults + under 18s	233	

Introduction

Kingston College (KC) is a college of further, higher and adult education which offers courses across all curriculum areas to full-time and part-time students. In April 2012 it became part of a federation with a second college under the leadership of a single principal. Core services, such as finance, human resources, quality assurance, facilities, student services, and information technology, are shared, but each college has its own academic leadership team. KC has seven schools, each of which is managed by a head of school. Foundation and intermediate learning (comprising EFL, ESOL, English and mathematics, and functional skills) constitutes one of the sections of the sixth form school, the other two sections being A levels/GCSE and Access.

Following an institutional review in summer 2015, a number of changes took place which affected EFL and ESOL. These included rationalisation of staffrooms, student areas, and timetables, but also some job losses. One of the ESOL teachers was subsequently appointed team leader for both EFL and ESOL.

During the academic year the college offers full-time general English courses (20 hours and 14 hours per week) at four levels. Part-time general English and examination-preparation courses are also offered (six hours per week daytime, four hours per week evening). A general English summer school, with classes at pre-intermediate and intermediate-upper intermediate levels, ran in July and August 2015.

The inspection lasted two and a half days plus observation on two evenings. Inspectors held meetings with the principal of the federation and the head of KC, the director of quality, learning and academic standards, the director of student services, the head of health, wellbeing and engagement, the director of marketing, the heads of facilities responsible for health and safety and services and premises, the head of learner resources, the curriculum director for KC, the head of the sixth form school, the head of section responsible for EFL, the team leader for EFL and ESOL, the international advisor – who has responsibility for full-time international students, and the two curriculum administrators with responsibility for part-time EFL students. Focus group meetings were held with two groups of students and two groups of teachers.

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
M2 The management structure is clear. The section head for foundation and intermediate learning, which includes EFL, reports to the head of the sixth form school, and is line manager for the team leader for EFL and ESOL. M3 Job descriptions exist for all staff dealing with EFL students; that for the international advisor does not accurately reflect the full range of her current duties. M4 Regular meetings take place at all levels. Minutes of staff meetings are sent to teachers unable to attend, and teachers in focus groups stated that communications were good. They were, however, unclear as to the respective roles of the section head and the new team leader for EFL and ESOL. M6 Copies of teaching qualifications were not on file for all teachers. M7 College-wide staff induction takes place twice per year, and is supplemented by a one-day section-specific induction. Full-time teachers are also allocated a mentor. M8 All staff, including sessional teachers, are subject to annual appraisal. M9 All staff have access to weekly continuing professional development (CPD) opportunities organised by senior managers, as well as a whole-day event. Staff can also apply for funding to attend external training events or for the purpose of qualifications upgrading. See also T10.

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 Student records	☐	☒	☐	☐	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Conditions and procedures	☒	☐	☐	☒	

Comments
M10 The international advisor is responsible for full-time students, and the two curriculum administrators deal with administration for part-time students. The inspectors were told that help is available, if needed, from teachers or the section head. M11 Students are tested and normally interviewed on an individual basis before being allocated to a class. Decisions as to whether students are directed to ESOL or EFL classes take eligibility for fee remission into account, but only as one of a number of factors. M15 Conditions and procedures under which a student may be asked to leave their course form part of the college disciplinary policy. They are not restated in terms that would be accessible to a student with limited language proficiency on the enrolment form or in the EFL student handbooks for full-time and part-time students.

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	☐	☒	☐	☐	☐

Comments

M17 The college's quality assurance cycle requires the completion of periodic self-assessment reviews. Examples were seen of changes following such reviews. See also M19.
M18 A college-wide induction survey is conducted soon after the start of the academic year and a spot survey in January/February. The student council, which draws on representatives from all sections within the schools, not only provides a forum but is also asked to consider the findings of student surveys and focus groups. Student feedback specifically on EFL courses is collected at the end of each term. The results are communicated at a weekly teachers' meeting, and some evidence was seen of action on feedback. However, no initial feedback is collected on EFL courses, and there is currently no means of ensuring that the views of EFL students are voiced at the level of the student council.
M19 Staff feedback during meetings is noted and a summary of this was seen, together with action taken. Teachers in the focus group commented on the responsiveness of the section head.

Publicity

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

Comments

The main medium of publicity is the website, but two-sided leaflets in English, Spanish and Portuguese were also seen.
M21 English-language publicity materials contain a great many proofreading errors (of punctuation, spelling, and syntax); there are also errors in the Spanish-language flyer.
M22 In general, publicity represents facilities accurately. In the description of the 14-hour course, classes (maximum 18 students) are described as 'small'.
M23 Course descriptions are limited. There is little information on objectives.
M24 Publicity gives the dates of half-term breaks, but other non-teaching days such as public holidays are not stated. The maximum class size for part-time classes is shown as 20, but records indicate that this number has sometimes been exceeded. The Spanish-language leaflet shows maximum class size as 14. This did not apply to any course running at the time of the inspection.
M25 Coursebooks are included in the fee for full-time students (14 or 20 hours per week), but not for part-time students (four or six hours per week). There is no reference to the cost of materials in information for part-time students. It is not clear from the description of the leisure programme which activities or elements of activities (such as transport) are free.
M26 Print publicity gives the impression that the college can help students to find accommodation, and a specific accommodation agency is mentioned as a 'partner'. The inspectors were told that this information is no longer current.
M28 Teachers are variously referred to as 'well qualified' and 'highly qualified'. The claim is also made that permanent teachers have either a diploma in TESOL or a master's degree in applied linguistics or both. At the time

of the inspection, the term 'highly qualified' was not an accurate description of all staff, and permanent teachers did not all possess the qualifications listed.
M29 There is selective reference to the findings of the last report.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students. There is a need for improvement in *Publicity*.

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 facilities	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staff room(s)	☐	☒	☐	☐	☐

Comments

R2 Premises on both sites were in general well maintained, although a number of problems were noted in one of the toilets in the main college building. The Drapers Court premises are of a very high standard.
R4 There is a canteen in the main building which offers hot food and other options, and vending machines in the Draper's Court building. Students can relax in the canteen, but there are no other dedicated student relaxation areas.
R5 Signage is satisfactory, but insufficient use is made of noticeboards to display details of key personnel and their availability, college services, practical information, or notice of upcoming events.

Learning resources

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

Comments

R8 Teachers commented positively on improved access to CDs via a shared drive and their manager's responsiveness to requests for new materials. They also reported repeated problems with photocopiers; the inspectors were told that these were about to be replaced.
R9 All teaching rooms have data projection facilities and whiteboards, and training in the use of classroom technology is available. Teachers in the focus group stated that the online materials which form part of a recently purchased textbook package could not be fully exploited using the existing IT configuration.
R11 Learning resource centre (LRC) staff provide an induction – sometimes with teacher assistance – for daytime students at the beginning of each major enrolment period. There is no planned induction for late arrivals or evening students.
R12 Course-related resources are reviewed on a regular basis as part of course evaluation. The LRC has a very good collection of coursebooks and graded readers, but materials for practising specific language skills and systems are limited, and there is currently no process for the regular review and development of these resources.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	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

T1 One teacher does not have a level 6 qualification. A rationale was submitted and accepted in the context of this inspection.
T2 The teacher profile is good, with five of the 11 teachers teaching in the week of the inspection being qualified at diploma level, and several holding relevant MAs.
T4 The academic management team consists of the section head, who is TEFLQ and suitably experienced, and the team leader for EFL and ESOL, who is TEFLI but appropriately qualified as an academic manager in FE.

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 Support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☒	☐	☐	☒	☐

Comments

T8 Cover arrangements for scheduled and long-term absences are satisfactory. There are no cover arrangements for unexpected short-term absences; instead, make-up classes are organised at the end of the term.
T9 No new students are admitted after Week 4. Briefing of late enrolments is the responsibility of the individual teacher. No specific procedures are in place to ensure that this happens for all students.
T10 Weekly CPD meetings take place, led by volunteer teachers, and these were appreciated by teachers in the focus groups. At present, administrative and practical information and pedagogical expectations and guidance are communicated orally or disseminated through separate documents. There is no teacher handbook.
T11 Current arrangements do not provide for the regular observation of teachers' performance by a TEFLQ academic manager. In the past, a team of college observers conducted graded observations, and teachers who were graded three or four on a four-point scale were re-observed. The last of these college-wide graded observations took place in 2013–14, and two re-observations were carried out by the TEFLQ section head in 2014-15. Under the current system, academic managers conduct developmentally oriented but very narrowly focused observations, with feedback limited to the point of focus. Although evidence was seen that all EFL teachers, with the exception of the section head, were observed in 2014-15, the observer was the TEFLI team leader for EFL and ESOL.

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	☒	☐	☐	☒	
T15 Study and learning strategies	☒	☐	☐	☒	
T16 Linguistic benefit from UK	☒	☐	☐	☒	

Comments
T12 Level syllabuses and coursebooks form the basis for teachers' own schemes of work (SoWs). T13 Teachers are encouraged to see the SoW as a dynamic document. Although brief records of work are kept, these are not sufficiently detailed to permit a thorough evaluation of the appropriateness of the SoW. T14 Teachers provide a daily outline, but students are not given a written longer-term indication of course content. T15 Although individual teachers and course materials might highlight specific study and learning strategies, courses do not include a regular and systematic focus on strategies. T16 Organised trips, prepared for in class, and culturally-oriented course materials enable full-time students to benefit linguistically from their stay in the UK; no specific measures are taken in respect of part-time students, who form the majority of course participants.

Learner management

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

Comments
T18 Students' progress is monitored through individual learning plans and performance is recorded electronically. T19 The criteria for entering students for external examinations are made clear to students. Records are kept of examination results.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All: full-time day, part-time day and evening.

Comments
One teacher was not teaching on the days of the inspection.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☐	☒	

Comments
T23 Most teachers provided appropriate models of the language. When called upon to do so, teachers also gave clear and helpful explanations. In a small number of lesson segments, erroneous student utterances were accepted or unnatural full-sentence responses required. T24 In most but not all cases teachers adapted their language to the level of their students. Evidence of planning for differentiation was seen in only a minority of lesson plans. T25 Lesson plans and group profiles had been conscientiously prepared. Content was based on schemes of work

and coursebooks. It was not clear how planning had been influenced by the individual needs identified in the profiles.
T26 Broadly relevant learning outcomes were stated in most plans and lessons were coherently structured to lead to these. However, in general, there was insufficient personalisation, and in a small number of cases there was insufficient preparation for pair activities.
T27 In general, teachers made effective use of a variety of resources. Opportunities were missed in some classes to make use of data projectors to present stimulus and practice material.
T28 A range of appropriate techniques was used across the lessons observed. These included review, concept-checking, nomination to encourage participation, information-gap activities, and prompting to encourage self-correction. Although some choral drilling of pronunciation was seen, there was little checking of pronunciation on an individual level.
T29 Pairwork was managed effectively, monitored and supported in most of the lesson segments observed. Some lessons were too teacher-centred, and in some the overuse of open questions led to a minority of students dominating.
T30 For the most part, teachers were confident and purposeful. They interacted naturally, were responsive to individuals and showed genuine interest in students, who were also relaxed and engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme. In general, teachers demonstrated a sound knowledge of the systems of the language and provided appropriate models; planned lessons carefully; made effective use of a range of techniques; managed classroom resources and interactions well; and established a classroom atmosphere that was conducive to learning. The teaching ranged from excellent to less than satisfactory, with the majority being comfortably satisfactory. More attention is needed to strategies for differentiation.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and support in the form of CPD opportunities, but regular observation by a TEFLQ academic manager is required to ensure that their teaching meets the needs of their students. In general, programmes of learning are managed for the benefit of students, but there is a need for improvement in *Course design*. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
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 Safety measures include: single point of entry into each building with security staff on duty; visitors sign in at reception and are required to wear identity cards; all students and staff have identity lanyards with swipe cards for entry; there is keypad entry to areas and individual rooms. Thorough risk assessments have been conducted for the premises, and regular fire equipment checks and fire evacuation drills take place.
W2 All students enrolled on college courses have access to the full range of welfare and student services. For adult students, care is generally appropriate for their age and circumstances.
W3 For personal problems, full-time students usually go to the international and compliance officer. Part-time students are encouraged to talk to their teacher in the first instance. However, the teachers' welfare role is not made sufficiently clear in the student handbook and in the welcome presentation. The college also has counsellors who can deal with students' more serious personal problems.
W4 There are college policies and procedures for dealing with abusive behaviour and the head of section stated that these are mentioned at the time of student induction. However, this information is not included in writing in student handbooks or in the welcome presentation and so is not easily available to students who start their course after the beginning of term.
W5 This criterion is just met. An emergency number is not required by full-time and part-time students who are

already settled in the local community and have a local support network. The small number of full-time students enrolled from overseas are given the international advisor's private mobile phone number as an emergency contact number; however, this practice is not officially sanctioned.
W6 Information about relevant transport websites is given to full-time overseas students in a pre-arrival advice package.
W7 This criterion is just met. Depending on the circumstances and timing of the students' registration, information is given via the pre-arrival advice package, student handbooks (one for full-time and one for part-time students), a welcome presentation, the college intranet, and orally by the international and compliance officer and teachers. Students enrolling from overseas are given links to relevant websites. All students have access to college student support services. However, students who enrol after the start of term, and part-time students (especially those who attend classes in the evening) are not consistently made aware of the full range of information and advice available. Some information is not readily available in written form, about for example: local facilities, services and amenities outside college; banking; local places of worship; compliance with the law. Only students enrolling from overseas are given written advice about personal safety. However, most students enrolled are already settled in the local community and have a local support network.
W8 All students have full access to the medical services available in the college: a nurse and a public health worker have regular clinic times; all security staff are first aid trained. Students are encouraged to register with a local GP. However, students are not informed about their rights regarding medical and dental treatment through the NHS.

Accommodation profile

Comments on the accommodation seen by the inspectors
In the past, homestay accommodation and residential accommodation were arranged for students by the college and some of the publicity still reflects this situation. The international and compliance officer has a long-standing relationship with the homestay accommodation agency that was used. The current arrangement is not entirely clear from the publicity. The website states that 'Kingston upon Thames has a wide variety of different accommodation providers who support the students at Kingston College and Kingston University. Students who need accommodation from both the UK and overseas must make the arrangements with the accommodation providers directly as Kingston College is not responsible for any transactions agreed between the provider and the tenant.' A list of websites of halls of residence and accommodation agencies is given, and the website address of only one homestay provider. The implication is that this homestay provider is recommended. Some students were staying in homestay accommodation arranged by this agency. After discussion, it was agreed that the college does not arrange or even recommend accommodation, but lists accommodation and agencies available in the area. All publicity needs to be updated in accordance with this policy.

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	☐	☐	☐	☐	☒
W14 Student feedback	☐	☐	☐	☐	☒
W15 Meals in homestay/residences	☐	☐	☐	☐	☒

Comments
None.

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

None.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Students are not routinely informed of the implications of their living in bed-sits or flats (for example, tenancy agreements, local taxes, possible loss of contact with speakers of English out of classroom hours, cooking, and washing). Advice is available to full-time students from the international and compliance officer in case of difficulties but this service is not routinely made known to students. It is not made clear how part-time students can access advice.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☒	☐	☐	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☐	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 Students are not given information about social, cultural and sporting events and activities outside the college, within the local community of Kingston upon Thames. They have access to college-wide social and sporting events and activities and to the college enrichment programme; however, although they are told about the sports hall and gym, and information is available on the college website, students (especially those attending part-time day classes or in the evening) are not actively encouraged to take part in events and activities.
W27 A programme of trips, some with an overnight stay, is arranged for full-time EFL students. There are also events such as parties and picnics. These are popular with the students who take part.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, information and leisure activities are generally met, although more could be done to ensure that all students are made aware of the services and facilities available. Accommodation is not arranged by the college but some information is given to help students find their own accommodation.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☒	☐	☐	☒	☐
C4 Recruitment materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☐	☐
C6 Safety and supervision	☒	☐	☐	☒	☐
C7 Accommodation	☒	☐	☐	☒	☐
C8 Contact arrangements	☒	☐	☐	☒	☐

Comments

At the time of the inspection there were three students aged under 18 studying on the EFL programmes. Two were staying with relatives; one was living independently in student residential accommodation arranged by himself/his parents. At the time of the inspection he was aged 17 years and 10 months. During the inspection, the decision was made by the college not to accept any more students aged under 18 on any of the EFL programmes, although exceptions could be made for students aged 16 and 17 living with, and being supervised outside the college by, their parents/guardians.

C1 There is a college-wide safeguarding policy which relates primarily to child protection and includes procedures for safe recruitment. There are named members of staff responsible for its implementation. However, some college policies and procedures, such as those concerning the checking of attendance and the follow-up of absence, are insufficiently rigorous for students aged under 18.

C2 All staff have, as a minimum, basic awareness training in safeguarding; this is bespoke to Kingston College and delivered online. Within the 6th Form school, there are four college-nominated safeguarding officers who have received advanced training, although there are none within the section.

C3 Publicity does not give a sufficiently detailed description of the level of care given to students under the age of 18.

C6 There are no suitable arrangements made for the supervision and safety of students outside lessons. There are no rules, appropriate for the students aged under 18, for what they may do outside the scheduled lesson or activity times and without supervision, and no procedures in place to ensure any rules are adhered to.

C7 There are no suitable arrangements made for the accommodation of students aged under 18. The college does not arrange accommodation for any of its students.

C8 The parents, legal guardians, or agents of students aged under 18 are not given a telephone number that can be used to make contact with the college outside opening hours.

Care of under 18s summary

The provision does not meet the section standard. There is a safeguarding policy which specifies procedures to ensure the safety and well-being of its students under the age of 18, although some procedures, for example that concerning the follow-up of absence, are not sufficiently rigorous. There is no provision to ensure that students are accommodated and supervised appropriately.