BRITISH COUNCIL

Inspection report

Organisation name	Kingston College, Kingston upon Thames
Inspection date	19–21 November 2019

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

Recommendation

We recommend continued accreditation.

Summary statement

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

The English language teaching department of this college of further education offers courses in general English for adults (18+).

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

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

Introduction

Kingston College is a member of the South Thames Colleges group, the result of a merger with two other colleges in 2017. Following this change, during which the number of schools in the college was reduced from three to two, the English Language Centre (ELC) moved to the Creative Industries school. The section head responsible for EFL at the last inspection has remained in post; the EFL and ESOL team leader was new in the role at the time of the inspection.

The inspection involved two inspectors and lasted two days plus observations on two evenings. Meetings were held with the head of school, the head of quality, the head of quality (data and HE), the head of human resources, the head of facilities (services and premises), the curriculum administrator, the admissions officer (international and compliance) for full-time EFL, the admissions manager, the attendance monitoring administrator, the head of student services, the head of learning resources, the deputy head of school and head of section (foundation and intermediate learning), and the team leader for EFL and ESOL.

Focus group meetings were held with two groups of students and one group of teachers. All teachers timetabled during the inspection were observed.

Address of main site/head office

Kingston Hall Road, Kingston upon Thames KT1 2AQ

Description of sites visited

All EFL teaching takes places in the main college building in Kingston Hall Road, close to the centre of Kingston and public transport links. The ELC is on the first floor of the main building; offices and some of the classrooms used for EFL are located in the same area, with others in different parts of the building. There is a range of facilities within the college, including a learning centre and a cafeteria. Lifts are available and there are toilets on every floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
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

General English is offered on a full- (15 hours per week) or part-time (four or six hours per week) basis, for adults only. Part-time students form the majority.

Management profile

The deputy head of school reports to the head of school, and is responsible for EFL, ESOL, GCSE retake and Level 1 foundation provisions. She line manages three team leaders, one for each area. The EFL academic management team consists of the deputy head and the team leader, EFL.

Accommodation profile

No accommodation is provided by the college. All students are staying with their own families or in privately rented accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very much to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Staff benefit from well-managed human resources processes and professional development opportunities. *Staff management* and *Student administration* are areas of strength.

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

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

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are fully met. Students benefit from comprehensive and very well-managed student services. *Care of students* is an area of strength.

Safeguarding under 18s
No students under the age of 18 are accepted.

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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
Comments	

M2 College plans are clearly set out and communicated. ELC planning is managed as a part of the wider college process, but would benefit from a dedicated plan for its activities.
M5 In addition to initial and end-of-course feedback collection, opportunities for feedback include tutorials, a student representative system and focus groups held by the deputy head of school.
M6 Staff have an opportunity to give feedback through the appraisal process, as well as through staff focus groups, staff meetings and regular awaydays. Notes on feedback are produced and action taken is recorded and disseminated.
M7 The college operates a comprehensive and regular quality review cycle and some flexible documentation has been introduced to include Scheme criteria and feedback in these processes. The self-evaluation provided was clear and helpful, and staff had been involved in its creation.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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.	Strength

Comments

M8 HR services are flexible and well organised, handbooks are comprehensive and detailed. Staff were very positive about the college as a workplace and employer.

M10 HR files are well organised and complete, with checklists and evidence of good procedures and consistent implementation for each stage of the recruitment process.

M13 All staff benefit from college-wide opportunities for continuing professional development (CPD) within a well-established and recorded process. There are regular CPD days which the ELC tailors to meet the specific needs of different groups of staff. Teachers are consulted on their CPD needs and requests, and observations form part of appraisals, which in turn inform CPD choices.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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.	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.	Strength
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

M14 All staff and teachers behave in a professional, helpful and sympathetic manner towards students and each other and student feedback shows appreciation of helpful and supportive staff. There are good arrangements for cover and dealing with peak times.

M15 At the enquiry and enrolment stages students are given information and advice on choices and guided to the most suitable courses. During their course they are advised on progression, are regularly tested both formally and informally, and benefit from one-to-one tutorials throughout the academic year. Learner comments and progression information and advice are recorded.

M19 The policy is clear and forms part of both student and teacher handbooks. There is a dedicated attendance monitor who logs information on a daily basis. Absences and poor attendance are then followed up by the team leader. The process is carried out in a clearly structured way, and is both supportive and sensitive.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	Not met
Comments	

The main source of publicity is the website. Two leaflets are also used, both containing information from the website.
M29 An out-of-date version of the Accreditation Scheme marque appears on the website. This was changed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	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.	Strength
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	

P5 Signage is very clear and consistent and enables visitors to navigate the premises with ease. There are informative and interesting noticeboards and displays throughout the college; these are well maintained and appropriately located.

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

P8 A wide range of physical and digital learning materials is available, and teaching staff have good access to computers, copying and printing facilities, as well as reliable Wi-Fi.
P10 The learning resource centre (LRC) is well organised and equipped, with a range of differently configured study areas and access to computers, printing and copying facilities. There is a dedicated EFL and ESOL section providing a good selection of appropriate resources. There is a college virtual learning environment (VLE).
P11 The LRC is popular with students and provides a tailored induction, as well as ongoing support and help from dedicated staff members. Materials for self-study are also available on the VLE.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T4 Both academic managers are TEFLQ with extensive teaching and academic management experience.	

Academic management	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.	Met
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.	Strength
Comments	
T10 As well as effective formal arrangements, there are additional learning walks and drop-in observations. Follow up is linked to CPD planning and observation reports are used in teacher appraisals.	

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	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.	Strength
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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	
T13 Students are given copies of summary plans and course syllabi. Their syllabus is also displayed in corridors and classrooms, as well as being available on the VLE. Students in focus groups were very clear about the content of their courses. T15 Study and learning strategies are included in the syllabus and highlighted in schemes of work. Tutorials provide individual guidance in this area, and student induction includes specific details of the VLE. T16 Students receive guidance through worksheets and tutorials on practising their English outside the classroom, and there are regular team-taught sessions allowing groups to mix. Trips and visits are supported with classroom input and follow-up, and there is a regular conversation club, which was very positively mentioned by students in the focus groups.	

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	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.	Strength

Comments

T18 As well as regular testing, individual review of progress is provided through tutorials, and details are recorded online; focus group students were particularly positive about their progress and the ways in which it is demonstrated and checked.
T19 Clear target-setting and support is available to all students through tutorials to help them achieve their targets.
T22 There is advice and help with further education both by teachers and student services. Help with CVs, interviewing techniques, entry procedures and application forms is available to students.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	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.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated good language awareness and provided clear models and explanations. In stronger lessons attention was paid to additional language areas such as collocation, word derivation, and stress patterns.
T24 Useful student profiles were provided, and appropriate materials, activities and themes were selected. Specific differentiation information and action was identified in a few stronger lessons.
T25 Learning outcomes were clear, and shared with students, and lessons were well staged.
T26 Teachers were able to call on a good range of appropriate techniques as needed, including very good eliciting, use of nomination, concept checking, and use of visual cues.
T27 Classroom layout and interaction patterns were well managed, and teachers made use of well-presented materials. Technology was used confidently.

T28 A good range of approaches to correction was seen, including encouraging group and peer correction, reformulating, allowing individuals time to rethink, and direct interventions. In the strongest lessons, teachers provided excellent supportive feedback and made good use of monitoring and coaching.

T29 Most lessons included short tasks to evaluate learning and activities to encourage the use of target language.

T30 Many teachers had strong presence and rapport, and students were engaged and contributing. Interesting and relevant activities, good pace, well graded language, and a good balance of teacher and student talking time all contributed to the creation of a very positive classroom atmosphere. Students in focus groups commented that they felt very comfortable speaking in class.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being good or better. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students and led to relevant learning outcomes. Teaching techniques were varied and appropriate, and feedback provided to students was helpful and supportive. There were opportunities to evaluate learning in all lesson plans seen. Teachers' strong rapport and classroom management resulted in a positive learning atmosphere in the majority of classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
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.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Excellent systems and procedures are in place to ensure the safety and security of students on the premises; these are overseen by a specialist senior management-led team. Access to the site is closely controlled by in-house security, supported by CCTV. A comprehensive fire risk assessment was carried out in 2018 and issues identified have been scrupulously followed up. Regular fire alarm tests and full evacuations take place, and these are carefully logged.

W2 There are comprehensive procedures for handling a security or safety emergency on the premises or in the vicinity of the college. These are supported by an excellent training video, which is shown to all students at induction and is available on the college VLE.

W3 Comprehensive guidance and support is available through the drop-in student support centre, with specialist support for mental health issues and counselling available.

W4 There is a wide-ranging abusive behaviour policy which is set out in accessible language in the course handbooks. Excellent posters are displayed around the college, with guidance available through the student support centre.

W7 Students are offered comprehensive advice on the college website and in the student handbook. This is supplemented by excellent and accessible information from the student support office.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments
None.

Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments
None.

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

Comments
The applicable criterion is this area is fully met.

Leisure opportunities	Met
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

Comments
All criteria in this area are fully met.

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	2003
Last full inspection	2015
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	Further Education College.
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/inspection	OFSTED QAA, BAC

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

Student profile	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	14	25
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	201	230
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	**215**	**255**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	11–35 weeks	11–35 weeks
Adult programmes: predominant nationalities	Spanish, German, French, Italian	Spanish, German, French, Italian

Staff profile	At inspection	In peak week (organisation's estimate)

Total number of teachers on eligible ELT courses	10	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The team leader for EFL and ESOL was scheduled to teach eight hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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
Arranged by provider/agency		
Homestay	0	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	50	0
Staying in privately rented rooms/flats	165	0
Overall totals adults/under 18s	215	0
Overall total adults + under 18s	215	