

Organisation name	New College, Durham
Inspection date	28–30 January 2020

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

Recommendation
We recommend accreditation with a spot check in the first 18 months.

**Summary statement**

The British Council inspected and accredited New College Durham in January 2020. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, 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.

## Introduction

New College Durham is a further and higher education college located approximately two miles from the city centre of Durham. It offers diverse academic, vocational, work-based and employer training courses ranging from entry level to postgraduate qualifications. At the time of the inspection, it had approximately 4,500 students. The English Language Centre (ELC) is part of the Inclusion Service, which is responsible for various aspects of cross-college provision.

The inspection lasted two and a half days. The two inspectors spoke to the principal and chief executive, the vice principal economic development and student support, the head of inclusion, the ESOL curriculum manager, the international business development manager, the head of marketing and student recruitment, the head of health and safety, the learning resources manager, the student safeguarding officer, the programme leader for ESOL 16–18, the homestay recruitment and accommodation officer, the international support officer and a human resources co-ordinator.

One focus group meeting was held with students and one with teachers. All teachers timetabled during the inspection were observed. One inspector visited three homestays.

## Address of main site/head office

New College Durham, Framwellgate Moor, Durham DH1 5ES

## Description of sites visited

New College Durham is a new campus-based college, opened in 2005 on the site of an old mining college. It has excellent transport links, being close to the main railway station and major bus routes. The ELC, where the staff workroom is and all ESOL classes take place, is located in the main building of the college, with the other two college buildings being adjacent. The international office, library and self-access centre are also located in the main building. The college facilities include a drama studio and performing arts centre, a gym and sports centre, beauty and hairdressing salons, as well as several coffee shops, refectory and food outlets, and a training restaurant.

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

## Comments

At the time of the inspection eight general English/ESOL classes were running at a variety of levels. Students can study any combination of hours from five to 20 hours per week to fit specific needs. One IELTS preparation class of 2.5 hours per week was running. Evening examination preparation classes are offered, but these were not running at the time of the inspection. One closed group of Norwegian students aged 16–17, studying other courses in the college, was doing an examination preparation class of 1.5 hours per week. Classes run throughout the academic year. Closed group programmes can be offered at any point in the year, including the summer.

## Management profile

The ESOL curriculum manager is responsible for all aspects of academic and pastoral management of the ELC. She is supported by six course leaders with specific responsibility for particular levels/courses. The ESOL curriculum manager works closely with and reports to the head of inclusion who in turn, reports to the vice principal economic development and student support.

## Accommodation profile

The college offers only homestay. Currently, the accommodation officer manages a list of providers, some of whom

were inherited from the local agency that had been providing the homestay service to the college up to April 2019. All are half board and are within a one-hour commute on public transport. All under 18s are in homestay unless staying with a relative/guardian or in Local Authority care. Three providers were inspected and were found to be entirely satisfactory.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The college has clear goals and values and sound quality and review procedures. Staff management is efficient and there are effective channels of communication at all levels. There is good human resources support and development for staff. All aspects of student administration are carried out with care and attention to the needs of students, and publicity is clear and accurate. The management of the provision operates to the benefit of students. *Strategic and quality management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available. Guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a well-qualified academic manager. Course design is regularly reviewed, there is good linking of the classroom to the local environment and the wider UK context, and student autonomy is encouraged. 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. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to live comfortably in the UK. Accommodation is well managed and of a high standard. Students are provided with an interesting, varied, well-organised and well-resourced selection of leisure opportunities. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. Safeguarding policies are comprehensive and staff and homestay hosts receive appropriate training. Although safer recruitment procedures are in place, the college does not routinely check staff suitability every three years. Every effort is made to keep students safe on campus and while taking part in leisure activities. Accommodation arrangements are entirely appropriate.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## Evidence

### Management

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

offered. Appropriate action is taken and recorded.	
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
<b>Comments</b>	
<p>M1 There is a very clear statement of the goals and values of New College Durham, made known to all staff and students through a variety of media, including on notices displayed throughout the college. It is clear that a great deal of effort is made to encourage staff to feel part of the college and to 'own' these core values; at appraisal staff are asked specifically about their understanding of the college's goals and values, and their relevance to them as employees of the college.</p> <p>M2 There are clear plans in place for the future of the ELC with the full support and involvement of the college's senior management. Objectives are realistic, and progress towards achieving them is measurable.</p> <p>M3 There is a clear and effective structure in place for the ELT operation, understood by all teachers, and made known to students. Good cover systems for key staff ensure continuity and the smooth running of the operation.</p> <p>M4 Channels of communication are clear, appropriate and effective; meetings at various levels take place frequently with clear minutes and actions disseminated to all. Staff in the focus group felt involved in, and very much a part of the ELC and the college as a whole.</p> <p>M5 A good variety of ways of collecting feedback from students is used effectively by the college and the ELC, including individual tutorials, initial and end-of-course feedback, and learner voice surveys conducted termly. 'You said, we did' posters are displayed effectively in prominent locations ensuring that students are made aware that their feedback is acted upon. All feedback is reviewed and feeds into course reports to inform future planning.</p> <p>M7 Review and continuous improvement are embedded in the work of the college; effective systems are in place to ensure that all aspects of provision are reviewed frequently and consistently. Many sources of reference, including a very thorough self-evaluation against inspection criteria, are incorporated into the review cycle</p>	

<b>Staff management and development</b>	Met
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.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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

<b>Comments</b>	
<p>M8 A comprehensive suite of human resource policies is in place and widely disseminated.</p> <p>M10 Recruitment procedures are clear and staff records sampled had most of the required checks and documentary evidence. However, at present the college does not renew suitability checks every three years.</p> <p>M11 Induction procedures for all staff are detailed and thorough, both at college level and more locally in the ELC where informal buddying of any new staff members takes place.</p> <p>M12 Appraisal and performance processes for permanent staff are robust and supportive. They link to classroom observation and to the development needs expressed by staff. College procedures and guidelines are in place for monitoring unsatisfactory performance and providing good support to any staff about whom there are concerns.</p> <p>M13 The college is committed to continuing professional development (CPD) for all staff. Areas for CPD are identified in observations and learning walks, suggested by teachers and expressed in the training needs document staff complete each year. Staff in the focus group were very positive about the amount and nature of CPD available to them.</p>	

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times	Met

to authorised staff.	
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 Administrative staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the college.

M15 The individual nature of the service provided ensures students receive detailed one-to-one needs analysis and guidance on the most suitable course choice before starting their programme. This level of support continues throughout their time in the ELC.

M16 Enrolment procedures are clear and efficient. Cancellation and refund policies are straightforward and student-friendly; individual circumstances are always taken into account before a decision on refunds is taken.

M19 The attendance and punctuality policy is explained to students at induction and is adhered to. Allowances are made for personal circumstance and these are detailed in class registers. Students arriving late must knock on the classroom door and wait until the teacher reaches a point in the lesson when latecomers can enter without disrupting the class; this procedure was seen to work very effectively.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	N/a

#### Comments

The main medium of publicity is the international section of the college website accompanied by information booklets and downloadable brochures.

M23 Information is very well written in accurate English. The language used is clear, plain and accessible in all areas of the website and in the printed materials.

### Premises and resources

<b>Premises and facilities</b>	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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

P1 The premises are of a high standard and very well looked after. The college offers an attractive and comfortable environment for work and study.

P2 The ELC benefits from having three dedicated classrooms. Classrooms are bright, well furnished and well decorated with displays of student work and interesting language-related posters and resources.

P3 There are many well-appointed communal relaxation areas within all of the buildings and outdoors in the well-maintained grounds. Wi-Fi is free throughout the college.

P4 Free drinking water is offered throughout the college. A good choice of healthy, reasonably-priced food is available from different food outlets.

P5 There are good displays of information of interest to both students and staff throughout the college and all signage is clear and helpful.

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

#### Comments

P7 The ELC has a good range and quantity of paper-based learning resources for students, supplemented by excellent teacher-prepared materials used in class and available on the virtual learning environment (VLE.)

P8 Staff have access to plentiful resources in the staff resource cupboard and on the VLE, where additional course material is frequently uploaded. The college library is equally well stocked with multiple copies of relevant books and materials.

P9 All classrooms are very well equipped with data projection, audio-visual internet access, and whiteboards. One dedicated ESOL classroom is also equipped with an interactive whiteboard (IWB). Technical staff are always available to help with any technical issues. There is good training available for staff to help them update their skills and knowledge of new technologies.

P10 A wide range of resources in different media is available to students in the self-access centre. The college library is very well equipped and organised and clearly well used by students.

P11 Induction and guidance in the use of self-access resources are excellent, both in the ELC and in the library. Sessions to introduce students to what is available and to encourage them to use the library are part of student induction, and library staff work very closely with ELC staff to ensure students get the most out of the resources available to them.

P12 Teaching and learning resources are reviewed formally at the end of each academic year but are under constant review throughout the academic year to take student needs into account. ELC staff work very closely with library staff to ensure resources needed are always available. Staff in the focus group confirmed that all reasonable requests for additional materials are always met.

### 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

T1 A rationale was submitted for one member of the teaching team without a Level 6 qualification. The rationale

was accepted within the context of this inspection; the member of staff has undertaken a number of post-compulsory education courses and is well supported by the academic manager.

T4 The academic manager is TEFLQ and has a wide range of relevant teaching and management experience.

<b>Academic management</b>	<b>Met</b>
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### **Comments**

T5 Teachers are matched carefully to courses taking their preferences into account. As classes are shared so all teachers are able to gain experience of teaching all levels and course types.

T8 Students can join courses at any point in the year, but care is taken to ensure new students join classes when a new block of work is about to begin. Work previously covered is available on the VLE. The detailed interviewing and assessment procedures ensure students' individual needs are taken into account before they are placed in a group, and new students are 'buddied' by longer-term students.

T9 The academic manager shares the same staffroom as the teaching staff, and this allows for a great deal of informal daily support. Peer observation is encouraged, and support is in place for newer, less experienced teachers. Teachers in the focus group spoke very highly of the supportive, collegiate environment within the ELC.

T10 Various good arrangements are in place for the observation and monitoring of teachers, including learning walks, support for peer observation and team teaching. However, formal observation and action planning do not always take place on an annual basis.

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

#### **Comments**

T11 Course design is clear and detailed, covering all relevant aspects of language and closely related to students' needs. Where relevant, coursebooks are used, supplemented by excellent teacher-created materials. Guidance for teachers is comprehensive.

T12 Review is ongoing and is integral to the courses, very much focused on learner response, feedback and effective use of individual learning plans (ILPs)

T13 Although formal written course outlines are not given to students, general course aims are shared with them and outcomes discussed fully during tutorial sessions.

T14 Various interesting initiatives are in place, complementing the English language programme and aimed at encouraging language acquisition: higher level students mentor and work with lower level students as part of 'preparing for work' classes and out-of-class activities regularly take place with the 16–18 students. Target language and skills needed for these initiatives are practised and made explicit to the learners.

T15 Independent learning underpins every aspect of course design and is constantly reinforced. Students undertake a number of activities independently outside classroom time and are encouraged to use the VLE effectively. The courses actively develop student autonomy and prepare them well for their next steps.

T16 Course design ensures that students develop language skills they can use immediately in the outside world. The ILP is used to good effect to record situations where students have used newly acquired language skills outside the classroom, and what they still need to learn. All students in the focus group reported how much they had learned and how much their confidence in speaking real English in real contexts had increased.

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

### **Comments**

T17 Placement of students is done carefully with students' individual needs and goals taken into account, which results in homogeneous class composition. The initial assessment and analysis of student learning needs forms the basis of the student ILP.

T18 Students are tested regularly, and progress is carefully monitored and recorded on the student tracker and discussed with students in detail. The ILP is used effectively to show clear needs analysis, progress and next steps.

T19 Learning support is central to the work of the ELC; any difficulties students may encounter are picked up very quickly and strategies put into place to ensure that every possible effort is made to help students succeed and achieve.

T20 Students are given a great deal of support and guidance to select exams or programmes of further study best suited to their individual needs and aspirations.

### **Classroom observation record**

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All courses running at the time of inspection were observed.

### **Comments**

Two teachers were not teaching on the days of the inspection.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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 All teachers provided appropriate models and gave good, relevant and concise explanations of new vocabulary and grammar at the right level for their students. Most teachers modelled correct stress and pronunciation in the flow of the lesson, using drilling and repetition very effectively. Teachers encouraged students to explore issues of L1 interference and to pay attention to Roman script.



T24 Profiles showed very good understanding of both the cultural and linguistic needs of their students, and lessons were designed to take these needs into account. There was a strong focus on developing students' communicative skills and building confidence.

T25 Aims and outcomes were expressed very clearly in all lessons, and plans were carefully structured and staged, and closely linked to students' needs. A real coherence in well-structured lessons was seen, with links back to previous lessons and learning.

T26 Almost all teachers showed a good range of teaching techniques including nomination, concept checking and elicitation. Occasionally, there was an over-reliance on teacher explanation which resulted in too much teacher talking time and fewer opportunities for students to contribute.

T27 Classes benefited from excellent materials used proficiently and with confidence; at times, realia were used to good effect. All teachers were very competent in the use of technology and good, clear, well-organised boardwork was seen. Pair work was well managed and grouping and regrouping of students was seen in most classes. All teachers showed a real sensitivity to learners' pace, and lessons were planned to take different rates of learning into account.

T28 Teachers monitored language well, gave positive and encouraging feedback and handled correction well. It was clear in writing lessons observed that students were familiar with marking codes and, even at lower levels, were able to use them independently.

T29 Most teachers checked that learning had taken place through appropriate questioning and short tasks.

T30 A high level of student engagement and a sense of real energy and enjoyment was seen in almost all classes observed. Teachers clearly knew their students well and were very aware of their learning needs; students worked well together, classes were purposeful, and generally there was a good brisk pace.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent with the majority being good or very good. Teachers showed very sound knowledge of linguistic systems and provided highly appropriate models. Teaching techniques were varied and very effective, and the pace of learners was taken into account. The content of lessons was carefully chosen to meet the needs of students and their aspirations. Lessons were clearly staged and learning outcomes were shared with students. Feedback was positive and encouraging and language was monitored well. Students were engaged, teachers were energetic and professional and there was a positive atmosphere in all 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.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 Safety and security provision is of a very high standard and is managed by two senior staff and their well-trained teams. All records checked were in order and staff and students are well informed about procedures.

W2 There is a well-established *Disaster Recovery Policy*, which is flexible enough to respond to any emergency that might occur and includes practical procedures for locating and communicating with staff, students and others who may be involved. Students are sensitively briefed about keeping safe and procedures to follow in case of an emergency, especially when off-site.

W3 Students benefit from a high level of pastoral care from their teachers, International Office staff and from staff from central college services. Frequent tutorials deal with pastoral as well as academic matters, general well-being of students is checked and noted, and particular care is available for at-risk students and those with special needs.

There is a room set aside for quiet time and prayer. Students in the focus group felt they were well cared for and could go to a number of named people with any problems they might have.

W4 The ethos of the college is quite clearly one of tolerance and respect for all. Handbooks, induction and notices throughout the premises ensure that students and staff are well aware of expectations in this area, and also make clear how problems can be reported and how they will be dealt with.

W8 Dissemination of information about health matters is a priority for international and ESOL students and is achieved through handbooks, induction and continuous care. NHS personnel attend student induction and are available to explain all the services available and how to access them. The college has a large team of first aiders and a well-equipped sickroom.

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

#### **Comments**

W9 All the facilities and services expected of homestay are provided. All students have their own room and have free Wi-Fi access. Some have their own bathroom.

W11 The accommodation officer has visited all homestays on the current list since taking over homestay provision from a local agent. Thorough checks have been carried out for safety and suitability and all records are detailed and clear. Revisits take place at least once per year and more frequently if new students are allocated. Spot checks take place and are recorded. Homestay hosts work exclusively for the college.

W12 Students are given full and clear information about what to expect from their homestay, including travelling arrangements and cancellation penalties. A detailed pen portrait of the host is provided, and hosts are encouraged to make contact with their student before arrival. For most students an equally detailed pen portrait is provided, which makes matching easier.

W14 The college/homestay provider contract makes rules, terms and conditions very clear and these are reinforced through visits, the homestay handbook and regular contact with the accommodation officer. A new contract is drawn up for every placement.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All criteria in this area are fully met.

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

#### **Comments**

The applicable criterion in this area is fully met.

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

#### Comments

W23 Students are kept well informed about the leisure opportunities available to them through a well-produced booklet about the organised programme, notices and photographs of activities, social media and the ELC newsletter. They are also informed by the international student support officer and by their teachers. They are told about and encouraged to take part in local events.

W24 Students are provided with an interesting and varied programme of activities provided by the International Office, the ELC and the college Student Union. It includes trips to cities, visits to museums and other places of interest, as well as social activities such as international food day, the weekly gatherings at the Culture Café, and celebratory meals in the college restaurant.

W25 All activities are well organised by designated staff and a budget is available to subsidise or cover costs of some activities which involve travel or entry fees. A number of students in the focus group had taken part in and enjoyed some of the activities, which they said were very well organised. The 16–18 group have an additional programme, which is curriculum based and is managed by the course leader.

W26 There is a comprehensive *External Visits Policy*, which outlines clear procedures which are strictly adhered to. All activities require the completion of a detailed risk assessment template, specific to the activity, which is then approved by two senior members of staff with final approval from the head of health and safety.

#### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

There were 17 under 18s enrolled at the time of the inspection.

S1 The college has a comprehensive safeguarding policy, a set of practical procedures for implementing it, and clear documentation for recording any matters arising from it. The policy is underpinned by other Health and Safety policies and by codes of conduct. It is the responsibility of a member of the senior management team and is reviewed and updated annually.

S2 Staff, students and homestay hosts are made fully aware of the importance of safeguarding through handbooks, read and signed documents, notices, and induction. All staff and homestay hosts have completed online basic training with some additional in-house face-to-face training. The full-time safeguarding officer and her senior

colleagues are all trained to specialist level.

S4 All aspects of safer recruitment are in place, but staff suitability checks are not routinely renewed every three years.

S7 All under 18s are in homestay accommodation unless they are staying with a family member or guardian who has been checked by the college. Some students are in Local Authority placements.

### 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	January 2020
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Further and Higher Education courses in a variety of subject areas
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

### State sector

Type of institution	Further Education College
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	None

### Student profile

Student profile	At inspection	In peak week: October (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	119	125
Full-time ELT (15+ hours per week) aged 16–17 years	10	10
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	7	15
Part-time ELT aged under 16 years	0	0

<b>Overall total</b> ELT/ESOL students shown above	<b>137</b>	<b>151</b>
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	16+	16+
Adult programmes: typical age range	16–55	16–55
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Syrian, Iranian	Syrian, Iranian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	9
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	20	

#### **Academic manager qualifications profile**

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

The academic manager was teaching 14 hours during the week of inspection.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
Comments	

None.

#### **Accommodation profile.**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	1	5
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	4
Staying in privately rented rooms/flats	119	8
Overall totals adults/under 18s	120	17
Overall total adults + under 18s	137	