

Organisation name	New College Durham
Inspection date	20–22 May 2025

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 safe, 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.	Met

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited New College Durham in May 2025. 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 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, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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 6,000 students. The English Language Centre (ELC) was previously part of the Inclusion Service. In 2021 it became part of a new school: Sport, Uniformed Services, A levels and English Language Centre.

The inspection lasted two and a half days. The two inspectors spoke to the principal; assistant principal curriculum; head of school of Sport, Uniformed Services, A levels and English Language Centre; curriculum manager English language centre; director of marketing and admissions; international manager; homestay and accommodation officer; admissions officer; learner development co-ordinator; strong health and wellbeing coach/international team; safeguarding co-ordinator; head of health and safety; head of estates and facilities, and compliance and minor works 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 two homestays remotely.

Address of main site/head office

New College Durham, Framwellgate Moor, Durham DH1 5ES

Description of sites visited/observed

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 library and self-access centre are also located in the main building; additional 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 ten general English/ESOL daytime classes and three evening 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. 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 levels/courses. The ESOL curriculum manager works closely with and reports to the head of school who in turn, reports to the vice principal curriculum.

Accommodation profile

The college offers homestay only on a half board basis within a one-hour commute on public transport. All under 18s are accommodated in homestay unless staying with a relative or in Local Authority care. Video calls were held with two homestay hosts 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 organisation has clear goals and values, sound quality and review procedures and good human resources support and development. Student administration is of a high standard and the management of the provision operates to the benefit of students.

Strategic and quality management, 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 are well looked after and well-equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available for staff and students. *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. Teachers have a professional profile appropriate to the context, and the academic manager is highly qualified and widely experienced. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are carefully structured and well managed, providing the maximum possible benefit to students. Course design is regularly reviewed, and students are encouraged to become independent learners. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, 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 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. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. *Safeguarding under 18s* is an area of strength.

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 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

M1 The goals and values of the college are clearly articulated on the website and displayed across the college campus. Every effort is made to encourage staff and students to understand and 'own' these core values. Staff alignment and understanding of the college's goals and values are discussed at appraisal.

M2 There is a clear direction of travel for the college and for the English language centre within the college. Plans and objectives for the centre are realistic and achievable and are being developed with the support and steer of senior management.

M3 The structure of the ELT provision is very clear and works well. Key staff are able to cover for each other at any time, there is very good college wide administrative support and excellent links with all relevant cross-college departments.

M4 Channels of communication are clear, appropriate and work well; meetings at various levels take place frequently and information is minuted and actioned. Staff in the focus group felt involved in, and very much a part of the centre and the college.

M5 Feedback from students is collected in multiple ways including induction and on programme surveys, end-of-course/exit feedback, learner voice activities and through individual tutorials. The results are collated and analysed by staff from the quality unit and the feedback is made available to all staff for action and future planning.

M6 Feedback from staff is looked for and encouraged through regular staff engagement surveys, 'you said, we did' actions, and regular staff meetings of the ELC. Staff in the focus group meeting felt very much part of a team and able to express ideas, thoughts, opinions in a very receptive, collegiate environment.

M7 Effective systems are in place for reviewing provision as part of the overall quality systems of the college. All aspects of the work of the ELC are reviewed frequently and consistently, incorporating multiple sources of references. The self-assessment against AUK inspection criteria is an integral part of the ELC's continuing review process.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	

M8 The college has an extensive suite of HR policies with a clear commitment to the well-being of staff. Staff spoken to felt valued and well-supported as college employees.

M10 A comprehensive recruitment procedure is in place backed up by excellent information systems and staff training on recruitment. Safer recruitment features strongly in recruitment procedures. Staff files were well organised and contained all of the necessary pre-appointment checks.

M11 Clear, detailed and supportive induction procedures ensure that staff are welcomed into the college and the ELC and are well prepared for their role.

M12 Robust and helpful monitoring and appraisal systems are in place which are both supportive and developmental; the procedure for handling unsatisfactory performance is detailed and clear.

M13 CPD is well established and well-funded allowing for cross-college staff development as well as specific CPD for individual schools and departments. All staff have a CPD log where activity is recorded.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 Induction and enrolment procedures are very efficient and highly personalised, with set regular interview times for students who want to enrol or find out more about the college. Students spoke very highly of the care and support they received from their first interaction with the college.	
M15 information and guidance sessions for potential applicants are offered every month as well as general drop-in sessions. Students and their representatives have access to very clear pre-course information.	
M16 The college has excellent enrolment systems and clear procedures on payment and refunds. Information on student enrolment is easily accessible by key staff. Records sampled contained detailed information.	
M18 A very clear attendance policy is in place and is made known to students before enrolment and at induction. Detailed evidence was seen of systematic follow-up of attendance and any punctuality problems.	

Publicity	Met
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments	
The main medium of publicity is the college website.	
M21 The college website includes very clear descriptions and photos of the main features of the provision offered; it is fully representative of the college experience.	
M22 Information on the website is well written and highly accessible.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments	
P1 Comprehensive policies, procedures and detailed risk assessments are in place to ensure the safety and security of students and staff throughout the campus.	
P2 Premises are excellent: clean, attractively decorated and well looked after with plenty of circulation space.	
P3 Classrooms and other learning areas are also of a very high standard. All classrooms are bright, well-furnished and decorated and well equipped, providing a very suitable learning environment for students.	
P4 Students have plenty of room to relax and socialise in, including cafés, multiple comfortable seating areas and study pods and outdoor seating areas.	
P5 Signage is very good with colour coded corridors being particularly helpful to students and visitors in finding their way round the college.	
P6 Facilities for staff are generous including a dedicated ELC staffroom and multiple, comfortable spaces across the college where staff can meet, socialise and relax.	

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Strength
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
<p>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).</p> <p>P8 Staff have access to a range of very good resources, increasingly electronic, which are available on the VLE. Additional course material is frequently uploaded. The college library is equally well stocked with multiple copies of relevant books and materials.</p> <p>P9 Educational technology is excellent across the college and all classrooms are well equipped with interactive whiteboards (IWBs). Staff receive training and support from the IT team.</p> <p>P10 Students are given training in the use of technology and materials to support independent learning and have access to a range of materials on the VLE for their personal study use.</p>	

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
<p>The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.</p> <p>The academic staff team has a professional profile (qualifications and experience) that is highly appropriate to the organisation's context. The academic manager is very well qualified and experienced, and all academic staff have a very suitable professional profile.</p>	
Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength

Comments
T4 Care is taken to match teachers appropriately to the courses they teach, taking teachers' strengths, experience and preferred working pattern into account as much as possible but also making sure that teachers gain experience in teaching across all levels and course types.
T5 Very good cover arrangements are in place. Detailed information about the class and the lesson to be taught is made available to cover teachers and the college is able to offer additional hours to supply teachers to provide cover.
T7 Excellent processes are in place to ensure a smooth and effective induction for new teachers, including a comprehensive introduction to the college and a system of buddying newer teachers with more experienced teachers within the ELC.
T8 Teachers spoke very highly of the collegiate and supportive environment within the centre, especially the day-to-day support they received from the academic manager. Teachers have regular designated time to work together as a group with the academic manager to discuss lessons and strategies for delivering the courses.
T10 Teaching staff complete a teaching, learning and assessment plan (TLA) at the start of the academic year where they can identify any training needs and the anticipated impact on performance and on students. Support for upgrading qualifications and attending external events is available. Staff in the focus group spoke very highly of the CPD they received and participated in.

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Strength

Comments
T11 Course design is clear and detailed, underpinned by a clear statement of principles understood by teachers. Courses are stimulating and engaging and very much focussed on students' immediate and emerging language needs and preparing them for next steps.
T12 The course is based on encouraging students to use the language acquired outside the classroom. Work, volunteering and integration opportunities within the college allow students to engage with life in the UK and to develop their English language skills in a real-world context.
T13 Course review is dynamic and continuous, focused on students' immediate and emerging needs. Formal reviews take place annually through college review mechanisms.
T14 Course outlines and objectives are clearly explained on the VLE, displayed on classroom walls and in the student handbook. They include all aspects of the courses, including assessment.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments
T15 Placement is thorough and carried out sensitively, taking any additional learning or pastoral needs into account. Individual learning plans (ILPs) are opened for each student at placement and are developed throughout their time at the college.
T16 The ELC has excellent procedures for evaluating and monitoring student progress. Progress is tracked and recorded meticulously so that students always have a clear picture of what they have achieved and areas for development.
T17 Tutorials and ILPs are used to ensure students' learning needs are consistently identified and clear objectives are set. Learning support assistants provide additional one-to-one support for students who are struggling in certain areas or who have additional support needs.
T18 Information, advice and guidance on examinations and routes to further mainstream education opportunities are clearly indicated to students and readily available.

Classroom observation record

Number of teachers seen	9
Number of observations	10
Parts of programme(s) observed	All

Comments

The Academic manager was observed twice, once covering a class for an absent teacher and once teaching her own scheduled class.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere, and students are engaged in the lesson.	Strength

Comments

T19 Most teachers observed demonstrated sound knowledge and awareness of the linguistic systems of English. Very good modelling of new language in both spoken and written forms was seen; parts of speech and meaning were elicited and checked. In isolated instances some unnatural or inaccurate models of language were presented.

T20 Courses have been carefully designed to focus on students' immediate needs. The content of all lessons was very focused on the overall course objectives and took the cultural background of students into account. Learning plans were closely aligned with course aims and objectives. Plans included a clear understanding of the needs of individual learners.

T21 Aims and outcomes were seen in all lesson plans, displayed on classroom walls and in all cases were made explicit to students at the start of the lesson. Lessons were well structured and coherent with links back to previous lessons and learning.

T22 Teachers used a wide range of teaching techniques to present language confidently including mime and gesture, finger correction, prompting and effective questioning to check meaning. Instructions were clear and constantly checked and teachers created opportunities for learners to practise language in an engaging way.

T23 Classroom management was generally very skilled and effective. Good, competent use of technology was seen in all classes observed, clear colourful visuals were used, students were grouped well, and activities were timed. In all classes materials were very appropriate for purpose and well presented.

T24 Most teachers gave positive and constructive feedback. In the best segments seen, teachers monitored well, and feedback included good use of praise but also sensitive correction to individuals. Whole class correction, on the spot correction and delayed correction was seen in the best classes observed, as well as lots of active monitoring through assistance and support.

T25 In nearly all classes a series of short activities leading to the overall learning outcomes were built into lesson plans, allowing teachers and students to evaluate and reflect on learning as they went along, with the variety of tasks building up to achieve the ultimate aim.

T26 Teachers had a supportive, calm but controlled style and manner. Classes were fun with lots of humour, genuine interaction and good personalisation of materials. It was clear that teachers created a very safe environment for students to offer their opinions, with lots of opportunities to speak and share ideas, but also where students were challenged and encouraged.

Welfare and student services

Care of students	Area of strength
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength

Comments

W1 There is a comprehensive emergency plan which is shared with all department heads who in turn provide training and updates with members of their team. Students receive a sensitive briefing on what to do in case of an emergency. All teachers at the focus group were fully aware of emergency procedures and their responsibilities.

W2 There is a strong ethos of pastoral care at the college and students have access to several staff within both the ESOL department and wider college services, including trained college counsellors. ILPs include both academic and pastoral matters and some staff have further training in mental health awareness. Two rooms are available for quiet time and prayer.

W3 Inclusion and respect feature in the published values of the college and there are regular activities to further foster inclusivity and diversity. Staff model appropriate behaviours and challenge any examples of unacceptable conduct.

W6 There is a very good provision of staff trained in first aid. Guidance is provided in the student handbook and the academic programme on how to access medical services, and additional counselling and support staff are available should students require non-medical assistance.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W7 Homestay accommodation seen during the inspection was of a high standard and feedback from students is consistently good. Hosts demonstrated a good knowledge of their current (and past) students and clearly provided a warm welcome and very comfortable stay.

W9 Homestays are inspected every year and additional spot checks take place, especially if there are any concerns. Inspection checklists ensure that comprehensive information on all homestays is kept on file and regularly updated.

W10 Students receive personalised information about the homestay, including a pen portrait of the 'family' and photos. Students are carefully matched to hosts with similar interests after an online meeting prior to arrival.

W11 The homestay and accommodation officer gathers face-to-face and written feedback in the first week of the course and bi-weekly catch-up meetings thereafter. Questionnaires are sent to students at the end of every term and on completion of the course. Feedback is noted on homestay records.

W12 Rules and terms and conditions are clearly presented in the homestay contract. Good guidance is also offered in the homestay handbook and regular contact with the accommodation officer takes place. A new contract is issued for every placement.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this subsection are fully met.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments	
<p>W19 There are opportunities for regular interaction with students on other college courses via the student union and enrichment programme. A large display screen at reception promotes local social, sporting and cultural events and activities and information is also shared with students on Teams. Staff are available to assist with advice on travel arrangements.</p> <p>W20 An interesting and supportive programme of activities is available to students. In addition to trips to cities and areas of local cultural interest, there are excellent onsite sports and recreation facilities, and every effort is made to include activities of interest to the ESOL students.</p> <p>W21 All activities are well organised and carefully planned by the enthusiastic enrichment team. Several activities have been specially arranged to cater to ESOL students' interests, including partnering with local cricket and football clubs to provide further training opportunities. Students in the focus group were extremely positive about the excursions and onsite activities.</p> <p>W22 There are robust procedures in place to ensure all activities and excursions are risk assessed and then approved by the health and safety team. Access to trained first aiders is available on all activities and staff are fully aware of emergency and critical incident procedures.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength

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 51 students aged 16–17 enrolled at the time of the inspection. During the peak period this number rises to 60 students.

S1 The safeguarding policy is comprehensive, well designed and includes very clear practical guidance and supporting documentation. There is evidence of regular review and updates for all staff.

S2 In addition to the named DSL and DDSL team at Specialist level, several staff have received training to Advanced level and all staff and homestay hosts have undertaken online basic training and some additional in-house face-to-face training. Students and homestay hosts are made fully aware of the importance of safeguarding through a wide range of documents, notices, and handbooks.

S4 There are robust safer recruitment policies in place which are strictly followed for all newly recruited staff.

S7 All under 18s stay in either homestay accommodation, in Local Authority placements or with a family member or guardian checked by the college.

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)	November 2021
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 and Higher Education courses in a variety of subject areas
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	OFSTED

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	None

Student profile	At inspection	In peak week: October
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	151	175
Full-time ELT (15+ hours per week) aged 16–17 years	51	60
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	33	50
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	235	285
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	18–75	18–75
Adult programmes: typical length of stay	One year	One year
Adult programmes: predominant nationalities	Ukrainian, Afghan	Ukrainian, Afghan

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	9	
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 15 hours in the week of inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10

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	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
<i>Arranged by student/family/guardian</i>		
Staying with own family		3
Staying in privately rented rooms/flats	184	48*
Overall totals adults/under 18s	184	51
Overall total adults + under 18s	235	

*Unaccompanied minors (16–18) are in local authority care accommodation.