

Organisation name	Newcastle College
Inspection date	25–27 June 2019

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

Recommendation

We recommend continued accreditation.

Summary statement

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

The English language teaching department of this large college of further and higher education offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (14+) and vacation courses for adults (18+) and young people (16+).

Strengths were noted in the areas of staff management, premises and facilities, academic staff profile, academic management, course design, teaching, care of students, and leisure opportunities.

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

Introduction

Newcastle College is part of a larger organisation known as Newcastle College Group (NCG) which consists of:

- Newcastle College itself, a large further and higher college in the centre of the city. At the time of inspection it had just over 14,000 students enrolled. It offers diverse academic, vocational, work-based and employer training courses ranging from entry level to postgraduate qualifications
- Newcastle Sixth Form College
- Carlisle College
- West Lancashire College
- Lewisham Southwark College
- Kidderminster College

In addition to its main Rye Hill Campus, Newcastle College also operates from four satellite campuses across Tyneside and two community outreach venues.

The EFL department is part of the Education section, which also offers initial and postgraduate teacher training programmes, certificate and diploma level TESOL training programmes, access to higher education courses and trade union education.

The inspection lasted two and a half days. The two inspectors spoke to the assistant principal with responsibility for curriculum and international, the director of learning, teaching and assessment, the head of education, two programme leaders, the head of learner services and safeguarding, the interim head of international, the head of quality, the assistant head of quality, the head of security, the enrichment officer, the office manager for education, the marketing and events officer, two HR members of staff and the library co-ordinator.

Two focus group meetings were held with students and one with teachers. All teachers timetabled during the inspection were observed. One residence and two homestays were visited.

Address of main site/head office

Rye Hill Campus, Scotswood Road, Newcastle NE4 7SA

Description of sites visited

The college has a city centre campus close to the main railway station. The Teacher Development Centre (TDC), where the EFL staff workroom is and most EFL classes take place, is one block away from the main campus. Closed groups are taught in the Parsons Building which is about five minutes' walk from the TDC on the main campus. The international office and higher education self-access centre are also located in the Parsons Building. The college facilities include a library, a theatre and recording studios, a gym and sports centre, a beauty salon and wellbeing centre and a nursery, as well as several coffee shops, refectory and food outlets and a gourmet training restaurant.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection five general English classes were running in the mornings with a variety of skills classes and IELTS classes offered at different levels in the afternoons. Students can study any combination of hours from two to 25 hours to fit specific needs. Evening exam preparation classes are offered, but these were not running at the time of the inspection. One closed group of Chinese students aged 14–16 was doing a short, three-

day programme in the week of the inspection. Classes run all year round with provision being made for staff to stagger when they take holidays. Closed group programmes can be offered at any point in the year.

Management profile

The head of curriculum (education) is responsible for all aspects of academic management of the EFL department. She works closely with and reports to the director of teaching, learning and assessment and both in turn, report to the assistant principal (curriculum).

Accommodation profile

Newcastle College provides limited homestay accommodation in Newcastle and Gateshead. Only seven homestays have been used this academic year. Most homestays are within a bus-ride of the college. Both homestays inspected provided single-room accommodation, Wi-Fi, and social and studying space. Students do not share rooms unless this is specifically requested.

The international office also monitors and recommends private student residential accommodation within the city centre, which is a popular option. Although many contracts are for a year, short-term ones are available. Students arriving for the college's Rail Academy course the weekend after the inspection were being housed in a residence for the duration of their short course.

One inspector visited this residence, a five-minute walk from the college. In this particular one students have a choice of five types of room, from standard to superior. Standard rooms are ensuite, have cooking facilities, adequate storage and study space, a good-size bed, and Wi-Fi. General facilities include a common room, a quiet study room, a communal kitchen which can be hired for events, a cinema, a gym, and 24-hour security.

To date all under-18 closed groups/projects have used accommodation supplied by their agents, although the international office does monitor this to ensure its suitability.

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. Student administration is generally sound and publicity is clear and accurate. The management of the provision operates to the benefit of students. *Staff management* is an area 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. *Premises and facilities* is an area 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 management team. Course design is regularly reviewed and there is good linking of the classroom to the local environment and the wider UK context. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The international office, teaching and managerial staff collaborate very effectively to meet the needs of students for security, pastoral care, and local information. Well-developed policies and practices promote tolerance and respect. Accommodation in the private halls of residence is of high standard, and homestay provision is good. The management of the accommodation systems works to the benefit of all students. A very good range of well-organised leisure activities and excursions is available to students. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are sound.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
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.	Met

Comments

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.

M4 Channels of communication are clear, appropriate and effective. Meetings at various levels take place frequently and information is minuted, actioned and shared with all staff. Every effort is made to foster a culture of collegiate collaboration across all sections of the college.

M6 Regular formal feedback mechanisms are in place to ensure staff feedback is collected and acted upon. These include whole college days where staff have the opportunity to feed back to senior managers. Staff are encouraged to email senior managers with concerns and suggestions. Departmental feedback is collected annually and informs a larger whole college survey; at a more local level staff feel they can give feedback frequently and informally.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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

Comments

M8 There is a comprehensive suite of human resources policies covering every area, among them, equality and diversity, maternity, religion and belief. These are made known to all staff at induction and links to policies are included in the staff handbook. Staff in the focus group commented favourably on being able to combine preferred working patterns with family life.

M11 Detailed and thorough induction procedures are in place both for permanent, fractional and temporary staff. Staff new to the department have the opportunity to observe classes before they start, and during the first few weeks. A buddying system is in place to support new staff.

M12 A comprehensive and supportive appraisal and performance process for staff is carried out annually. This is linked to classroom observation and to the development needs expressed by staff. College procedures and guidelines are in place to deal with unsatisfactory performance and were seen to be working very effectively.

M13 The college is committed to continuing professional development (CPD) for all staff. A number of ELT staff have been given funding and support to upgrade their qualifications and to attend external conferences and workshops. All staff are required to complete 30 hours of development annually, a mixture of college-wide CPD and ELT-related training.

Student administration	Met
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.	Met
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 to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
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 spoke very highly of the level of help and support received from administrative staff members.

M16 Refund procedures are clear, fair and student-friendly. Administrative staff are involved with the students from the first point of enquiry, and enrolment procedures are clear and effective. Staff know the students very well and are committed to their well-being.

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

Comments

The main medium of publicity is the college website and various social media sites. A small number of leaflets and brochures are produced for the international market.

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.

M26 The college does not advertise English language courses for under 18s. All courses organised for younger learners are tailor-made programmes/projects for closed groups, and the level of care and support given to under 18s is part of a specific contract.

Premises and resources

Premises and facilities	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.	Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	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 EFL department benefits from having its own, dedicated classrooms in the TDC. Classrooms are bright, well furnished and well decorated with displays of student work and interesting language-related posters and resources.

P4 Free drinking water is offered throughout the college. A good choice of healthy, reasonably priced food is available in the college and locally. Students in the focus group spoke highly of the food on offer.

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

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms are very well equipped with interactive whiteboards (IWBs), data projection, audio-visual internet access and whiteboards. 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.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T3 The teaching team has a wide variety of experience in different ELT contexts.

T4 A rationale was submitted for the academic manager, which was accepted within the context of this inspection. She has many years of relevant experience and is well-supported by the other members of the team. All areas of EFL-specific academic management are devolved to a highly-qualified academic management team with a wide range of relevant teaching and management experience.

Academic management	Area of strength
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.	Strength
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Teachers are matched carefully to courses taking their preferences into account, but there is also a policy for stretching and developing them so that all teachers gain experience of all levels and course types.

T7 Good cover arrangements are in place with teachers being timetabled specifically for cover as part of their workload. A bank of reserve teachers can also be called on if necessary, all with previous teaching experience in the EFL department.

T8 Very good information and guidance is given to teachers to support them and encourage best practice in coping with continuous enrolment and flexible enrolment. A great deal of expertise has been developed in how to make continuous enrolment positive and work for both teachers and students.

T10 Highly effective arrangements for monitoring teachers are in place using TEFLQ teacher trainers to carry out observations. There was clear evidence that academic managers act on any negative feedback, and that processes are put in place to support staff and help with action planning to improve and develop teaching.

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

T12 Courses are regularly reviewed formally through course reports, taking student and staff feedback into account. There is evidence of courses being reviewed and changed quickly in response to changing student profiles and student needs.

T13 Course outlines and intended learning outcomes are on the classroom walls and referred to frequently by teachers. The EFL Information and Progression booklet tells students what the syllabus is and where they can find it. The assessment criteria and scheme of work are explained at induction, included in the course outline information and discussed with students during tutorials.

T16 Course design ensures that students are encouraged to engage with the world outside the ELT classroom to practise newly acquired language skills and get the most out of their time in Newcastle and the UK. An impressive range of trips and activities is offered to students, with the social programme and syllabus of classes often linked to the development of language skills.

Learner management	Met
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.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Robust placement procedures are in place which ensure a high degree of consistency in placing students at the right level and leading to very homogeneous class composition. The initial assessment and analysis of student learning needs forms the basis of the student tutorial form.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All courses running at the time of the inspection were observed.

Comments

One programme leader was teaching at the time of the inspection and was also observed. One teacher was not observed as she was not teaching on the days of the inspection.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 All teachers provided appropriate models and most showed sound knowledge of linguistic systems. Phonemic script and stress markings were used effectively by some teachers to support the teaching of pronunciation. In stronger segments, teachers showed a good grasp of teaching reading skills and the ability to focus students on techniques for understanding complex texts. Good simple explanations of grammatical points were observed. However, in some weaker segments new vocabulary was recorded with no helpful information, such as word class or articles.

T24 Course books were effectively supplemented by teachers' own materials which were very appropriate for the group and the stated outcomes. Detailed class profiles showed a good awareness of students with the needs of weaker and stronger learners taken into account and built into lesson plans.

T25 In most classes, lesson plans showed relevant learning outcomes; these were numbered, made known to students and achieved through a coherent sequence of activities. In some segments observed they were expressed as tasks to do rather than target language to be acquired and used.

T26 A wide range of appropriate and relevant techniques was seen across all classes, including eliciting, nomination and concept checking. Pair and group work were used frequently, and pace and control were good. Some teachers used questioning to check meaning effectively.

T27 Classes benefited from good materials used very proficiently and with confidence. All teachers were very competent in the use of technology, and some teachers fostered student-centred learning and autonomy by encouraging students to lead in the use of the IWB. Audio and video were used very effectively, and in some classes good, clear, well-organised boardwork was seen. In stronger segments, moving around of students was evident and this added to the liveliness of the class.

T28 Students consistently received timely feedback and error correction delivered in a variety of ways, and always at an extremely appropriate level. Praise and encouragement were effectively and appropriately provided. Peer feedback was done well in some classes seen, and there was evidence of teachers planning for delayed feedback.

T29 Checking of answers and questioning to see if students had understood was evident in all lessons seen, but techniques to elicit how learning had taken place were limited, and in some classes there was a tendency to just work through the exercises.

T30 Students in all classes were engaged and focused on their learning. In some classes there was a real sense of energy and enjoyment. 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 excellent to satisfactory with the majority being excellent. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs of students and their aspirations. 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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Safety and security is a priority. There is a constant security presence, via cctv and officers at entrances to buildings; students, staff and visitors wear lanyards, and identity is regularly checked. Risk assessments are thorough. Fire drills are regular, and there are trained fire marshals. From incident reports security personnel predict trends, which contributes to the mitigation of risks.

W2 The emergency plan is not available for scrutiny, but managers confirmed it was comprehensive. Staff are issued with a detailed guidance booklet; students at induction and in handbooks are given general health and safety information, which could be applied in dangerous situations. The security team regularly run major incident simulations using different scenarios.

W3 Pastoral care is wide-ranging. Students are enrolled individually by members of the international team, and are assigned a personal tutor for both academic and pastoral matters. There is drop-in student support open five hours daily, while a central support service is available for more acute issues. Students are made aware of the services through their induction, the international student and the EFL handbooks.

W4 Policies cover all the requirements comprehensively. The *Student Behaviour Charter/Code of Conduct* is clear and accessible, and there are related posters in all classrooms and communal facilities. All staff are trained in Prevent, and there is a Prevent risk assessment. The college safeguarding lead has termly meetings with her counterparts in NCG to determine group policy and share best practice.

W7 Advice is practical, to the point and wide-ranging. There is a detailed *Pre-departure Guide* with useful check-lists, whose main contents are re-iterated at induction. The *Induction booklet* also covers life in the UK. Contents are raised in tutorials and by members of the international office team.

W8 Information on and help with health care is readily available. A clear account of entitlement to and costs of NHS services for students on different lengths of courses is provided in the *Induction booklet*, and this is further clarified at induction. The international office helps students to identify and register with the nearest GP.

Accommodation (W9–W22 as applicable)

Met

<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W14 This criterion is met. However, there are some minor inconsistencies across documents relating to nomenclature, referees and fire risk assessments.

<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

W16 This criterion is met. However, the Homestay Host Guidelines wrongly state hosts may only accommodate three students 'because of British Council accreditation.'

<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.	Met

Comments

All criteria in this area are 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 A diverse range of events and activities is available. The college employs an enrichment officer whose only responsibility is to inform, organise and lead such events. She circulates students personally by email with events of interest in the area, updates information on the college's social media pages, and attends to displays outside the international office and in the TDC.

W24 A good range of subsidised excursions is offered fortnightly to places of interest, which are appropriate to the students' interests, pockets, and the limited free time of some. The enrichment officer also runs joint ventures with

the student union, and with other local international organisations, and advertises trips by a commercial company to places further afield.

W25 Organisation and resourcing of leisure activities are of a high standard. There is a budget which is used to subsidise more costly or less popular excursions. Information packs are supplied, and lessons sometimes cover cultural aspects of excursions. There are curriculum-related class visits once a term. The enrichment officer is currently undertaking mini-bus driver training, which will further enhance the provision.

W26 There are succinct, practical, specific activity risk assessments drawn up by the enrichment officer, and further checked by the health and safety officer, as well as a range of other measures to ensure student safety. Risk assessments are amended in the light of experience.

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.	Met
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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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.	Met
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 four under 18s enrolled at the time of the inspection. Since under 18s are only enrolled in closed groups, the number can vary considerably from week to week.

S2 Safeguarding is central to the college ethos and is a priority. All staff are trained to an appropriate level, online training material is reviewed every 18 months, and refresher courses are taken every two years. The college has five safeguarding officers who provide additional, more student-specific training, targeted to curriculum areas. Safeguarding posters are positioned all over the college, and there is a termly safeguarding newsletter.

S5 A wide range of measures is taken to provide supervision for under 18 students. They are met by the international officer, who subsequently holds regular meetings with them. International student support officers accompany them during lunch hours. Large groups are supplied with additional support staff in the classroom. On excursions, staff/student ratios are favourable.

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	1990
Last full inspection	2015
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated TEFL training at certificate and diploma levels and ESOL provision.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	College of Further and Higher education
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: January (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	36	88
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	17	29
Part-time ELT aged 16–17 years	3	N/a
Part-time ELT aged under 16 years	1	N/a
Overall total ELT/ESOL students shown above	57	117
Junior programmes: advertised minimum age	14 (closed groups only)	14
Junior programmes: advertised maximum age	18 (closed groups only)	18
Junior programmes: predominant nationalities	Chinese	Chinese
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–32	18–36
Adult programmes: typical length of stay	12 weeks	24–36 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Chinese	Saudi Arabian, Kuwaiti, Chilean, Chinese, Brazilian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	11
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	5	5
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	4
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	5

Comments

The academic manager, who is head of education, is supported by the director of teaching, learning and assessment and three programme leaders. The director of teaching, learning and assessment and two of the programme leaders do not teach and carry out observations only. One programme leader was teaching 12 hours in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9

Comments

Two TEFLI teachers are currently undertaking a diploma-level course.

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	1	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	0	0
Staying in privately rented rooms/flats	52	4
Overall totals adults/under 18s	53	4
Overall total adults + under 18s	57	