BRITISH COUNCIL

Organisation name	Nottingham College
Inspection date	21–22 November 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Nottingham College in November 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The English language teaching department of this large college of further education offers courses in academic English for adults (16+) and closed vacation courses for adults (18+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	[As former New College Nottingham] 1991 [As Broxtowe College, then former Central College Nottingham] 1998
Last full inspection	[As former Central College Nottingham] 2013 [As former New College Nottingham] 2013
Subsequent spot check (if applicable)	[As New College Nottingham] July 2014, February 2015 [As Nottingham College] July 2017
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

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

Premises profile

Address of main site	High Pavement Sixth Form, Chaucer Street, Nottingham NG1 5LP
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The premises consist of a purpose-built (2003) six-storey modern building in a central location with good transport links. These premises are occupied solely by local sixth form students following mainly 'A' level courses, international students on the foundation (Access to Higher Education Diploma) programme, and staff teaching and supporting these students. The ground floor (floor 1) contains a reception area with comfortable seating, a glassed-off open-plan office housing support staff (admissions, welfare, careers advice) and a separate small office for International support staff, a small staff relaxation area, the office of the head of faculty with responsibility for sixth form and international, and a classroom/meeting room. There is a large café and relaxation area on floor 2, and a well-equipped learning centre on floor 3, with a total of 31 classrooms and additional science laboratories distributed over floors 2–6, and a staffroom on each of these floors. Floors 5 and 6 also have break-out areas for students. The limited external space provides a small number of parking spaces for those with limited mobility, some outside seating space, and a designated area for smokers.

Student profile	At inspection	In peak week: January (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
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	39	60
Part-time ELT aged 16–17 years	14	16
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**53**	**76**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	17	16
Adult programmes: typical age range	17–20	17–20
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Chinese	Chinese
Number on PBS Tier 4 General student visas	53	76
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	8	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	2
Total	3
Comments.	
The academic lead for EFL is scheduled to deliver 11 hours of teaching per week. The other two academic managers have no regular teaching duties.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☒	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☒	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Currently, the only year-round provision is a nine-month foundation course leading to an Access to Higher Education (HE) Diploma, for which there are six pathways. The English language component of this course has been categorised as English for Academic Purposes (EAP) because it combines discrete EAP and IELTS-preparation elements. During the summer, the college runs a four-week course combining general English with an introduction to British culture for students aged 18+ from a number of Chinese universities, and a course for Chinese teachers of English which combines English language development with teaching methodology. There is no one-to-one teaching and no junior courses are offered.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	1	13
Private home	0	0
Home tuition	0	0
Residential	32	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	39	14
Overall total adults + under 18s	53	

Introduction

Nottingham College was established in June 2017 following the merger of New College Nottingham and Central College Nottingham, both of which had been accredited. The new college focuses on technical skills, apprenticeships, post-16 and adult education. It is expected that it will attract 40,000 part-time and full-time students and employ some 1,500 staff.

The senior leadership team consists of the chief executive officer (CEO), three vice principals (for curriculum; partnerships, apprenticeships and enterprise; and finance) and six directors (of quality, curriculum, marketing and communication, organisational development/human resources, customer experience, and estates and capital projects).

The college runs an externally accredited Access to Higher Education (HE) Diploma programme for international students (formerly international foundation programme) with two intakes, in September and January. There are six pathways, in accounting, architecture, business, economics and management, engineering, and science; and medicine will also be available from 2018. EFL is a component (eight hours per week) of each of these pathways. In the current academic year, two HE students are sitting in on this component. In summer, the college offers short closed courses for university students and teachers of English from a number of Chinese universities.

Academic management responsibility for the Access to HE programme lies with the head of the faculty of sixth form and international, who reports to the director of curriculum. The summer courses are the operational responsibility of the head of international and projects, who reports to the vice principal (VP) for partnerships, apprenticeships and enterprise.

All English language teaching is delivered in a centrally located building, which is shared with home students following 'A' level and GCSE courses.

The inspection took place over two days. The inspectors held meetings with the VPs for curriculum and partnerships, apprenticeships, and enterprise, the director of quality, the director of teaching and learning, the director of customer experience, the head of faculty for sixth form and international, the head of international and projects, the head of development, the faculty area manager with responsibility for international students, the international welfare and compliance officer, the academic lead for ELT and the co-ordinator for IELTS, the international admission advisor, the international admission administrator/advisor, the head of learner entitlement, the health and safety advisor for the college, the manager of security, and the mobile facilities manager. Focus group meetings were held with students and teachers, and the three teachers were each observed twice. One inspector visited two homestays and a residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	⊠

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	⊠	☐	⊠	☐
M3 Duties specified	☐	⊠	N/a	☐	
M4 Communication channels	☐	⊠	⊠	⊠	☐
M5 Human resources policies	☐	⊠	☐	☐	
M6 Qualifications verified	☐	⊠	N/a	☐	☐
M7 Induction procedures	☐	⊠	⊠	⊠	
M8 Monitoring staff performance	☐	⊠	⊠	⊠	

	Not met	Met	Strength	See comments	N/a
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is clear. The head of sixth form and international has overall responsibility for the year-round Access to HE Diploma (and therefore the EFL component of this). The summer school for closed groups of Chinese students and teachers is treated as a project, and is the responsibility of the head of international projects.

M4 Meetings of the whole Access to HE teaching team, chaired by the faculty area manager with responsibility for international students, are held weekly and minuted. EFL teachers also meet informally on a daily basis. Weekly email briefings are sent out to all college staff and college news is also disseminated through staff and student drives on the college intranet.

M7 Staff undertake a comprehensive corporate induction, which includes mandatory training in, for example, safeguarding, fire safety and Prevent, and a local checklist-based induction conducted by their line manager. During the process they are directed to a wide range of college policies, procedures and guidance on the intranet, and they sign to acknowledge that they have received all relevant documents and completed all aspects of the induction.

M8 A professional development review (PDR) process has been established for the new college. One of the functions of this annual review is to identify training needs that can be met by college continuing professional development (CPD). In the case of teachers, observation records form part of the review. A disciplinary policy and procedures and a supportive capability policy and procedures are in place.

M9 There is a rolling college-wide programme of CPD with topics based on college priorities or trends arising from professional development reviews; groups within the college, such as International, can request activities to be organised. There are also five whole-staff development days, when practice can be shared across and within teams, and a summer 'Festival of Learning' across the eight campuses of the college with invited external speakers. The college maintains individual CPD records and financial support is available for external events relevant to the strategic development of the college.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☒	☒	
M13 Contact details	☐	☒	☐	☐	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 The three members of the international office team all have access to the database and sufficient knowledge of each other's role to provide cover when necessary. The student induction survey includes a question about students' satisfaction with the service provided, and students in the focus group were extremely positive about the helpfulness of the welfare and compliance office, who is their first point of contact with the team.

M11 The decision concerning course choice is initially made in consultation with a college agent. When the application is received the international office checks that the course matches students' intended progression route.

M12 Enrolment procedures include verification of the IELTS test score and certificate. Evidence was seen of very thorough follow-up in the case of any doubt or inconsistency.

M14 Policies on lateness and attendance are clear. Attendance is recorded using an online system and monitored daily by the international welfare and compliance officer. Students are expected to notify the college if they will be absent. Any absence which has not been notified is followed up by telephone/email or if necessary in person. In the case of a student under the age of 18, the host family is also contacted.

M15 Students sign a professional standards document to acknowledge that they understand and will abide by college rules. Teachers talk them through this document to make sure they understand.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
M20 Complaints and action	☐	☒	☒	☒	☐

Comments

M17 The quality cycle, based on that which operated in the two legacy colleges, involves faculty self assessment and improvement planning related to the previous year. The director of quality and the director of curriculum review progress on quality improvement plans and performance indicators three times per year, and underperforming faculties are subject to an enhanced monitoring process.

M18 Individual student feedback is elicited on the enrolment and induction process and, at later points during their course, through individual tutorials and learning walks, when students may be interviewed in classrooms or in breakout areas or the library. Student voice meetings for elected student representatives take place three times per year, and students are also encouraged to participate in the national survey of international foundation programmes. 'You said, we did' feedback to students is based on student feedback from a variety of sources, including meetings with student union representatives.

M19 All staff in the legacy colleges were invited to participate in the consultation process leading up to the merger and in discussions of the planned student hub. There are also opportunities for staff to give feedback during their annual PDR and in meetings.

M20 A simplified and very clear version of the complaints procedure is available for students with limited language proficiency.

Publicity

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

Comments

The main media of publicity are the website and the brochure. At the time of the inspection, work on a new website was still in progress, and a potential applicant accessing the college website is directed to either of the two legacy college sites, where the information is very limited. The brochure contains more information and inserts provide details of pathways within the Access to HE Diploma programme. A Chinese agent is responsible for in-country translation and dissemination of college publicity.

M21 There are a small number of minor typographic errors in the brochure and on the website, but these do not interfere with communication. In general, the language used is clear, but information in the brochure concerned with grade classifications is quite complex.

M22 In general, publicity gives rise to realistic expectations, although clearer distinctions need to be made between statements which refer to the Access to HE Diploma programme as a whole and the English language component of this programme.

M23 The EFL component of the Access to HE Diploma programme is not described either in the brochure or on the website.

M24 Neither medium of publicity is comprehensive, and the brochure, where much of the information is contained, is not available on the website. The brochure gives the maximum class size as a range (20–24).

M25 All the information required is provided, but neither medium of publicity is comprehensive.

M26 Information on homestay is clear, and there are links to information on residences, where the information is also clear.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management systems are thorough and well documented, student administration is efficient, and sound quality assurance procedures are in place. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management*, *Student administration* and *Quality assurance* are areas of strength. Some attention is needed to publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R2 The entrance to the building is light and airy, and the building as a whole is clean, well decorated and well maintained.

R3 Classrooms have been carefully designed to be conducive to learning. They are light, quiet, and well ventilated and heated, and there is sufficient space for flexible seating arrangements and easy student and teacher movement.

R4 There is good provision for student relaxation. This includes a relaxation area on the second floor, break-out areas on higher floors, some outside seating space, and a designated external smoking area. There is a large café on the second floor and easy access to nearby food outlets.

R5 External and internal signage is clear. Noticeboards are attractively designed, well maintained and suitably located.

R6 EFL teachers occupy an area of a staffroom shared with other staff. The room is well equipped and sufficiently spacious as a work room, but at the time of the inspection some necessary maintenance work (e.g. fitting of shelving) had not been completed. Dedicated relaxation space for all staff is limited to a very small room on the ground floor, but staff can make use of the café. Meetings are held in unoccupied classrooms.

Learning resources

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

Comments

R8 Resources for teachers are extensive. Large-scale copying is carried out by the reprographics department. There is a printer in the staffroom used by EFL staff but any small-scale copying has to be done in the library, which is on a different floor of the building.

R9 Classrooms are very well equipped. In addition to interactive whiteboards, all have either ten or 20 computers for student use. Although there is no specialist information technology (IT) support on site, a dedicated member of the college IT team provides help and training as necessary.

R10 The library, which is open from 08.00 until 16.30, contains computers and sockets for students' own devices. In addition to EFL-specific materials, there is a broad range of resources to support students' studies in subjects other than English. The college also subscribes to online materials for student use.

R11 Student induction includes an introduction to the library, which is staffed, spacious and well organised. It holds a good collection of resources, including a range of IELTS preparation materials. The librarian is working with the EFL team to draw up lists of print and online sources for essay topics.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises have been carefully

designed to provide an environment conducive to learning and teaching, and the resources available provide appropriate professional support for teachers and enhance the studies of students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☒	☐

Comments

T2 Both teachers have substantial relevant experience and are TEFLQ.
T4 The academic management team consists of the head of faculty for sixth form and international, the faculty area manager with responsibility for ELT and the academic lead for EFL. The academic lead for EFL is the only member of the team with a TEFL qualification.
T5 Rationales were submitted for two members of the academic management team who do not have TEFL qualifications. Both have substantial relevant management experience, and the team leader has managed EFL in a previous post. The rationales were accepted in the context of this inspection on the grounds that the academic co-ordination of EFL is delegated to the academic lead for EFL, who is TEFLQ, has management experience, and can advise the other members of the academic management team when appropriate. The experienced teaching team (two full-time, including the academic lead, and one 0.6) is also small and very capable of working independently on a day-to-day basis.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☐	☐	☐	☒
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T10 The regular meetings for the Access to HE Diploma teaching team and time within the college-wide development days can be devoted to CPD activities, but the limited size of the EFL team militates against EFL-specific activity. However, peer observation is encouraged, and at the time of the inspection two members of the teaching team had been able to benefit from this. Teaching and learning coaches are attached to each faculty, and can also give individual support as necessary.
T11 Central College Nottingham, one of the two legacy colleges, used an external observer who is widely experienced and well qualified to observe EFL teaching, and this arrangement will continue under Nottingham College, with the external consultant observing alongside a member of the cross-college observation team. The observation records inspected contained usefully detailed comments on the lessons observed but relatively few suggestions for further development. Learning walks are also scheduled to take place twice per term.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☐	

Comments

T12 The EFL component of the students' programme consists of two distinct components. IELTS preparation is based on a coursebook supplemented by other materials; the study skills (English for Academic Purposes) component, though based on a common set of objectives, makes use of materials selected by the teacher for their appropriateness to students' level. Each of the two full-time teachers has responsibility for the co-ordination of one of these components, including preparation of a scheme of work, but all three teachers are familiar with all components. All documents for teachers are held on a shared drive.

T13 Course review, which draws on teacher feedback and student feedback, takes place at the end of each academic year.

T14 Students are given a booklet on the study skills component of the course. This gives a brief outline of the course and describes the various assignments. Students are familiar with the format and demands of the IELTS examination, having taken the examination previously, but the coursebook also provides an explicit structured framework for this component.

T15 Study skills forms a distinct, graded component of the EFL programme with its own syllabus and scheme of work.

Learner management

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

Comments

T18 Students complete electronic independent learning plans (eILPs) and targets are reviewed at the end of each term. Interim progress in relation to the IELTS-preparation component of the course is measured through regular practice tests under timed conditions, with periodic one-to-one meetings to identify strengths and weaknesses. Students' performance on the study skills component of the course is monitored through assignments. Comments by any member of staff on issues, including attendance or progress, are put up on the database, which can be accessed by all staff, and the student's personal tutor receives an alert when a new comment is added. A traffic lights system is used to show escalation in the level of concern, and the progress of individuals about whom there are concerns is discussed in staff meetings, with action to be taken minuted.

T21 Students receive a detailed report on attendance and progress in each subject at the end of Terms 1 and 2. Certificates are awarded at the end of the course.

T22 There is good support for UCAS applications within the college, through the personal tutor system and more widely. The college also organises trips to universities and holds HE fairs to which universities are invited.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

Comments

One of the teachers observed is the academic lead for EFL.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☒	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers provided good models of English in use and demonstrated a sound understanding of the systems of the language. In some segments, teachers wrote up new language in order to support student learning and aid note-taking.

T24 Lesson content had been carefully selected to take account not only of students' similar needs, reflected in schemes of work, but also their individual differences, and in some segments, their subject pathways and cultural backgrounds.

T25 Lessons had been conscientiously planned to provide a clear and coherent development usually incorporating consolidation of previous learning, new input, and practice. Activities were varied, and there was careful preparation for extended activities involving listening, writing or oral production. In general, however, lesson objectives were stated in terms of teacher aims rather than learning outcomes, and although lesson content was discussed with students at the start of each lesson, this tended to be summarised on the board as a list of activities or content areas.

T26 A range of techniques was used across and within lessons: these included nomination to encourage participation, prompting, concept checking, and reference back to previous learning. The best lesson segments were conducted at a brisk pace and presented both a linguistic and a conceptual challenge, encouraging students to draw on their knowledge of the world and present their own ideas in their own words.

T27 Teachers made confident and competent use of a range of appropriate resources, including handouts, laminated cards and interactive whiteboards - for projecting text, including student text, video clips and a quiz. However, traditional whiteboards were not always well organised, and in one classroom used for two segments the furniture was organised in a way which militated against good class dynamics.

T28 Teachers corrected students' written work using an established marking code. In some segments, teachers gave explicit feedback on students' spoken contributions with short drills so that the whole class benefited. Prompting to encourage self-correction was well used. Some lesson plans also included correction phases, with opportunities for peer-correction.

T29 Learning was checked in a number of different ways, including review and feedback on exercises. In one instance students were asked to evaluate whether they had completed satisfactorily the activities listed on the board; in general, however, there was little evaluation of planned whole-lesson learning outcomes.

T30 Teachers know their students well and used that knowledge, for example, in setting up pairs and small groups. They also adjusted their language and the level of challenge to suit individuals. There was a positive, encouraging atmosphere in classes, with learners engaged in what they were doing.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to comfortably satisfactory, with the majority being good. Teachers provided appropriate models of English and showed a good understanding of language systems. Lesson plans were coherent and relevant to students' needs. Teaching techniques and feedback were appropriate and varied and resources generally well handled, and teachers created a positive learning atmosphere. Some attention is needed to the formulation and evaluation of whole-lesson learning outcomes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed, and course design is well organised. The teaching observed comfortably met the requirements of the Scheme. *Learner management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	

W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The college has a team of health and safety personnel and an established set of policies and procedures to ensure the safety and security, including cyber security, of staff and students. Measures in place on this campus include detailed risk assessments of the building, CCTV surveillance, regular fire evacuation drills, vigilant reception and security staff at the main entrance, trained first aiders available at all times, health and safety training for all staff and students, and very rigorous application of the wearing of identity cards and lanyards for staff, students and visitors. The college is a member of the city centre emergency planning group currently working on a policy and procedures to deal with any critical incident that might arise.

W2 Students benefit from a high level of pastoral care from their teachers and especially from international office staff. Students are referred on to specialised college services when necessary and to outside agencies if appropriate. Students are provided with detailed information about the support services available through pre-arrival information, a helpful Mini Guide for International Students as well as the standard Student Handbook, and thorough initial and on-going induction. A multifaith room is available and all staff are aware of the special needs arising from religious observance.

W3 The welfare and compliance officer is well known to students and they expressed their appreciation of her care and interest in the focus group meeting. She has had specialist training and has a wealth of experience of dealing with international students. She is easily accessible in the International Office and can access space for confidential discussions. She is assisted by the Mandarin-speaking admissions adviser, who, as the social programme organiser, has the opportunity to get to know the students outside the college environment.

W4 There is no written policy for dealing with abusive behaviour. However, students are required to sign up to a college set of *Student Professional Standards,* which include having respect for others, refusing to take part in behaviour that degrades others and reporting inappropriate behaviour. Bullying is dealt with as part of international induction through a series of role-plays and an information sheet explaining, in accessible English, what bullying is, how to report it and what the college will do about it. There is a high level of awareness of the Prevent Strategy; students are informed about it through their internet portal and it is dealt with in detail in a tutorial session. The college is currently using a Prevent Policy from one of the legacy colleges; this is serving them well while work is in progress on a new policy for the merged college.

W5 Students are provided with the emergency contact number in pre-arrival information and on a number of occasions once they have arrived. At induction, the welfare officer checks that they have all put the number into their mobile phones.

W6 An airport transfer service is provided free for under 18s and for all students on a one-year, full-time course. Confirmation letters give details of pick-up and a number to call if there are problems. For students who choose to find their own way, information about various means of transport and estimated costs, as well as links to transport operators' websites, are provided.

W7 All relevant information is provided through pre-arrival information, during induction sessions and through the welcome pack, which includes a well-produced, attractive student handbook.

W8 Useful information is provided before arrival and in the student handbook. The need for registration with a GP is stressed at induction and the welfare officer checks in the first few weeks of term that students have registered and rigorously follows up any who have failed to do so. Help to register is available if needed. No information is provided about dental services but the welfare officer noted that this gap needed to be filled.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college provides homestay accommodation, which can be bed and breakfast or half board. Students pay the college a deposit, which is kept as security and returned at the end of stay if no damage has been caused, but students pay the homestay provider directly. Homestays can be up to 40 minutes by bus or tram from the college, as most of the current homestays are in the area of one of the legacy colleges which has always offered homestay accommodation.

Students also book residential accommodation through the college, although the student makes the contract with the residence and pays the residence directly. All residences are self-catering. The residences are within the city centre and well within walking distance of the campus.

One inspector inspected two homestays and one hall of residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☒	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The homestays visited provided comfortable accommodation, with all the required facilities and services in place. Hosts were interested in their guests and treated them as members of the family. Residences provide ensuite study bedrooms in flats of four to seven, with shared kitchens. Some residences do not provide bed linen, but reasonably-priced bedding packs can be purchased on arrival. All residences have laundry facilities.
W10 All homestay accommodation is visited by the trained and experienced welfare officer before a student is placed. All safety checks and documents are recorded. The welfare officer also visits all residences and keeps in close contact with them.
W11 Accommodation is visited annually. Regular safety and suitability checks are carried out.
W12 Homestay hosts complete an update form every year before the annual visit. These are filed and details from the visit are recorded on the accommodation database to allow for easy checking and identification of any gaps or need for follow-up.
W13 Confirmation of accommodation is sent in good time to the student, with details of travel between accommodation and the college, including time and cost. Some information about the area is provided and a pen portrait of the host, and sometimes a photograph. Hosts and students are encouraged to get in touch before arrival. Information about payment methods, refunds and termination of contract is clear and is sent with the confirmation letter.
W14 Feedback on accommodation is collected early in the course and again at the end of the course; it is summarised and presented in graphs and pie charts. Any issues are investigated sensitively and satisfactory solutions are found and recorded.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 The tripartite homestay agreement states very clearly the rules, terms and conditions expected of the homestay provider, the student and the college. The agreement is renewed every time a new student is placed. Booking and cancellation fees are clear. Hosts were well aware of what is expected of them.

Accommodation: residential

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

Comments					
W22 Cleaning services vary in the different residences but all are satisfactory.					

Accommodation: other

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

Comments					
W24 Information and advice is available and assistance is provided if difficulties arise.					

Leisure opportunities

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

Comments
W27 A modest, but entirely appropriate, social programme is provided. It is optional and includes some local events and at least four trips per year to other cities and places of interest. A city tour, a welcome party, festival events and a summer ball are organised. All events are free with places secured through a refundable deposit. Two university visits are also arranged and the deposit for these is not refundable. The programme is well organised, well resourced and is led by international office staff.
W28 Very thorough risk assessments, which have to be approved at several levels of seniority, are drawn up for each activity. Staffing ratios are appropriate and participant lists include mobile phone numbers and highlight any under 18s in the group. Risk assessments include procedures to follow in an emergency. Risk assessments are reviewed post event and adjustments made in the light of experience if necessary.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for by experienced staff in a safe and secure environment. The accommodation provided is suitable and is well managed. An interesting and varied leisure programme is well organised and well resourced. All activities are thoroughly risk assessed as the safety of students is paramount. *Care of students*, *Leisure opportunities* and *Accommodation* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

There are 14 under 18s on the Access to HE Diploma course, which is about 25 per cent of the total number of students. Under 18s are not admitted to any other English language provision.

C1 There is a detailed and clear safeguarding policy, newly formulated for Nottingham College, drawing on similar policies from the legacy colleges and in accordance with government and local authority guidelines. The policy works together with a number of complementary college policies, designed to ensure the safety and well-being of all students. The policy includes safer recruitment checks, including risk assessments for essential staff whose clearance has not yet been received. A member of the Senior Leadership Team is the designated safeguarding lead (DSL) and there is also a deputy DSL.

C2 The DSL works through a team of designated safeguarding officers and first response officers, all of whom have been trained to advanced level. A member of college staff is a certified trainer and safeguarding training is mandatory for all employees. Refresher courses are also available. Homestay hosts are trained to at least basic level and certificates are checked. Students are made aware of relevant points through pre-arrival information and at induction.

C3 The website mentions safeguarding as one of the six good reasons for coming to the college and also gives information about the support available. There is a link to the safeguarding policy. The *Information for Parents* document, sent pre-arrival, gives details of the level of special care available for under 18s and includes a number of aspects of the student's experience for which parental consent is required.

C4 All procedures listed in the safer recruitment section of the safeguarding policy are in place for new staff, including suitability checks. It was found, however, that the DBS checks of some established members of staff had not been updated for some time, and, for other members of staff, no DBS check had been done, as clearance through List 99 was considered to be acceptable. Before the end of the inspection, a written commitment to undertake full DBS checks for all members of the international team was received from the director of operational development and human resources. Records showed that all adults in homestays are DBS checked.

C5 Students are supervised while in class by their class teacher, who is made aware of any under 18s in the group. Non-attendance is reported immediately and investigated promptly. During break times students share common spaces with other students of a similar age. A satisfactory staff student ratio is in place for leisure programme activities and under 18s are highlighted on participant lists. Particular safeguards are applied for free time on visits.

C6 It is made clear to parents that students are not supervised outside of scheduled lessons and activities. There are a number of rules about what they may do in their free time, however, and students are made aware of these at induction and through the homestay agreement that they sign. Homestay hosts are given their student's course timetable and a copy of the social programme.

C7 All under 18s are in homestay accommodation unless they are staying with a parent or guardian. Homestay hosts are made fully aware of their responsibilities with regard to their young students through the homestay agreement and code of practice. The college-imposed curfew is firmly applied. Most under 18s in homestay book half board but two current students, with written parental approval, were bed and breakfast only. There was no established procedure for checking that they were eating sensibly during the rest of the time.

Care of under 18s summary

The provision meets the section standard. A detailed safeguarding policy and clear procedures ensure that students are kept safe and secure. Staff and homestay providers have received appropriate training and are fully aware of their safeguarding responsibilities. Parents are well informed of the extent of supervision and students have a useful set of guidelines to follow. Weaknesses in the application of safer recruitment procedures must be rectified urgently.