# Inspection report

| | |
|---|---|
| Organisation name | Pembrokeshire College, Haverfordwest |
| Inspection date | 29-30 January 2015 |

| 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.

**Summary statement**

The British Council inspected and accredited Pembrokeshire College in January 2015. 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).

This college of further education offers courses in general English for adults (16+).

The inspection report noted a need for improvement in the areas of publicity and care of under 18s.

Strengths were noted in the areas of staff management, premises and facilities, teaching and care of students.

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

**Organisation profile**

| Inspection history | Dates/details |
|---|---|
| First inspection | October 2003 |
| Last full inspection | October 2011 |
| Subsequent spot check (if applicable) | N/a |
| 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 | N/a |

**Premises profile**

| | |
|---|---|
| Address of main site | Pembrokeshire College, Haverfordwest, Pembrokeshire SA61 1SZ |
| 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 main campus on the edge of Haverfordwest is spread over three modern buildings. The most recent of these is an award-winning construction centre where industry and sustainable-energy related courses are offered. It is the only campus where ESOL is taught. |

| **Student profile** | At inspection | In peak week (March 2015) (organisation's estimate) |
|---|---|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 83% | 84% |
| **ELT/ESOL Students** (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 2 | 2 |
| Full-time ELT (15+ hours per week) aged 16-17 years | 2 | 4 |
| Full-time ELT (15+ hours per week) aged under 16 | 1 | 1 |
| Part-time ELT aged 18 years and over | 23 | 23 |
| Part-time ELT aged 16-17 years | 3 | 3 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 31 | 33 |
| Minimum age (including closed group or vacation) | 15 | 15 |
| Typical age range | 15-25 | 15-25 |
| Typical length of stay | one academic year | six months – one year |
| Predominant nationalities | Chinese, UAE | Chinese, UAE |
| Number on PBS Tier 4 General student visas | 26 | 27 |
| Number on PBS Tier 4 child visas | 2 | 2 |
| Number on student visitor visas | 1 | 2 |
| Number on child visitor visas | 1 | 1 |

| **Staff profile** | At inspection | In peak week (organisation's estimate) |
|---|---|---|
| Total number of teachers on eligible ELT courses | 3 | 3 |
| Number teaching ELT under 10 hours/week | 2 | |

| | | |
|---|---|---|
| Number teaching ELT 10-19 hours/week | 1 | |
| Number teaching ELT 20 hours and over/week | 0 | |
| Total number of administrative/ancillary staff | 4 | |

**Academic staff qualifications to teach ELT/TESOL**

| Profile in week of inspection | |
|---|---|
| Professional qualifications | Total number of teachers |
| Diploma-level ELT/TESOL qualification (TEFLQ) | 2 |
| Certificate-level ELT/TESOL qualification (TEFLI) | 1 |
| Holding specialist qualifications only (specify) | |
| YL initiated | |
| Qualified teacher status only (QTS) | |
| Rationale(s) required for teachers without appropriate ELT/TESOL qualifications | |
| **Total** | 3 |
| These figures include the academic manager. | |
| 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 | | | | | | |
| The minimum enrolment age for adult courses is 16. | | | | | | |

**Accommodation profile**

| **Number of students in each at the time of inspection (all ELT/ESOL students)** | | |
|---|---|---|
| Types of accommodation | Adults | Under 18s |
| ***Arranged by provider/agency*** | | |
| Homestay | 24 | 6 |
| Private home | | |
| Home tuition | | |
| Residential | | |

| | | |
|---|---|---|
| Hotel/guesthouse | | |
| Independent self-catering e.g. flats, bedsits, student houses | | |
| ***Arranged by student/family/guardian*** | | |
| *Staying with own family* | 1 | |
| *Staying in privately rented rooms/flats* | | |
| | | |
| **Overall totals adults / under 18s** | 25 | 6 |
| **Overall total adults + under 18s** | 31 | |

**Introduction**

Pembrokeshire College provides further education for the county as a whole. It has a main campus in Haverfordwest and a marine engineering and information technology centre in Milford Haven. There are also outreach centres across the county offering adult education courses. The main campuses offer courses across the FE curriculum and HE courses including degrees, foundation degrees and HNDs and HNCs. It is an accredited college of the University of Glamorgan. There is a total of 10,000 students of whom 1,700 are full-time.

Recruitment of international students has declined somewhat in recent years but the college remains committed to international recruitment and to maintaining its highly trusted sponsor status. There is an international operations group, chaired by the principal, and the college is promoted overseas by the international manager and the international marketing manager; students are recruited largely through agents. A number of collaborative projects are under development in the oil and gas and other sectors.

English as a foreign language falls within the Faculty of Humanities, Arts, Science and Skills. It is not a distinct department within the faculty but is managed by a curriculum area manager who also supervises courses in other areas. The day-to-day operational management of the EFL courses is carried out by the international academic co-ordinator. The courses include a full-time EFL programme and English language support for both students studying for A level and for closed groups of UAE students following engineering courses in the college.

## Management

**Legal and statutory regulations**

| Criteria | See comments |
|---|---|
| M1 Declaration of compliance | ☒ |

Comments

M1 Items sampled were satisfactory but CLA notices were not displayed by two of the college photocopiers; there was a notice at the third copier but it was folded and held in a pocket on the side of the machine where it could not easily be seen.

**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 | ☐ | ☒ | ☒ | ☒ | |
| M9 Professional development | ☐ | ☒ | ☒ | ☒ | |

| Comments |
|---|
| M2 EFL activities are co-ordinated by the international academic co-ordinator who was appointed in the past year. She reports to a curriculum area manager and together they share the management of the EFL provision. The curriculum area manager in turn reports to the head of faculty of humanities, arts, science & skills. This structure is clear and efficient but the limited amount of time the academic co-ordinator has allotted to academic management (four hours per week in addition to the 17 hours she teaches) is of concern.<br>M3 There are comprehensive job descriptions but those for teachers are of a generic nature and do not specify areas that are peculiar to EFL teaching.<br>M4 The international operations group, course teams and the EFL team all have separate regular meetings; these are minuted. There is frequent informal contact between international and EFL staff.<br>M7 There is a college-wide induction process for new staff, with an extensive checklist to ensure all relevant areas are covered; this is followed by department specific induction. The new member of staff is assigned a mentor (a source of information at a higher level in the organisation) and a buddy, who is a peer. There are three meetings during the probation period between the line manager and the new member of staff and the latter is required to be assessed as *good* or *excellent* when observed if delivering classes is part of the job description. Support is always available and there is a comprehensive capability process.<br>M8 The Performance Management and Review (PMAR) system has three stages, planning, managing and review, and is concluded with a written review statement signed by both appraiser and appraisee. It can be used as one element in obtaining incremental pay progression and also feeds into professional development.<br>M9 There is a very wide range of professional development opportunities available to staff and the college is generous in its funding of development initiatives. |

**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 Student records | ☐ | ☒ | ☐ | ☐ | |
| M14 Student attendance policy | ☐ | ☒ | ☐ | ☒ | |
| M15 Conditions and procedures | ☐ | ☒ | ☐ | ☐ | |

| Comments |
|---|
| M11 Advice is given to students by college personnel visiting education trade fairs, through agents and by international office staff responding to direct enquiries. Overseas qualifications are checked against NARIC to allow them to be mapped against college requirements to ensure correct placement of students.<br>M14 Student attendance is captured electronically; the management information system monitors the input of attendance data, checking that it is done in a timely fashion. Reports for the international students indicating attendance as a percentage of the maximum possible are generated automatically. If attendance of a given student drops below an acceptable level there is a staged procedure to warn and then sanction the student. |

**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 | ☐ | ☒ | ☐ | ☒ | |
| M20 Complaints | ☒ | ☐ | ☐ | ☒ | ☐ |

| Comments |
|---|
| M16 Many of the points arising from the previous report had been addressed appropriately.<br>M17 Course teams hold four scheduled review meetings per year. Sector specific reviews are based on these reviews and these are then combined by the curriculum area manager into a curriculum area self-assessment report on the basis of which targets and actions are set for the following year.<br>M18 Student feedback is collected in a variety of ways. There is an annual *Student Voice* online survey, the |

outcomes of which are highlighted on *You said, we did* noticeboards and a member of the college management team visits all classes to obtain direct feedback at least once a year. In EFL, there are end of course meetings with the international academic co-ordinator; tutorials enable the collection of student opinion which is recorded in electronic individual learning plans (eILPs); there are end of course feedback questionnaires; and there is a monthly meeting of the course representatives and the international academic co-ordinator. Currently there is no formal device for initial feedback but there are tutorials with the international academic co-ordinator and opportunities for feedback in the international induction process.
M19 Staff feedback is obtained through a staff consultation forum, an online survey and through PMAR outputs. In EFL, teachers' meetings provide an informal forum for feedback.
M20 There is a complaints policy on the intranet with a brief reference to it in the student handbook. The policy is couched in language that is largely impenetrable for most EFL students.

**Publicity**

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

Comments

M21 The language used in publicity is clear and accessible and a translation into Chinese is available as well as access to a more general translation facility.
M22 The minimum language level stated in publicity for one of the course types had not been obtained by at least one member of the group.
M23 The course outlines are minimal and lack objectives.
M24 The time frame within which courses are taught and the number of hours of teaching per week are given as is the maximum group size. Course dates and non teachings days are not given and although the minimum age is stated, there was one student below that age.
M25 All costs are given except for the leisure programme.
M29 The use of the marque is appropriate but claims to accreditation were not always in line with the guidelines in section 3.1 of the handbook: selective quotes from the publishable statement in the previous report and from other parts of the report were included in print publicity and an electronic version of it on the website. When this was pointed out to college staff, the printed document was withdrawn and the web version edited to conform with the guidelines. The inspectors were shown copies of emails to international office staff on marketing journeys and to overseas agents instructing them not to use the printed brochure in question.

**Management summary**

The provision generally meets the section standard and exceeds it in some areas. *Staff management* is an area of strength and student administration meets the needs of the college and the students. There is a need, however, for improvement in *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 facilities | ☐ | ☒ | ☒ | ☒ | ☐ |
| R5 Signage and display | ☐ | ☒ | ☐ | ☐ | ☐ |
| R6 Staff room(s) | ☐ | ☒ | ☐ | ☒ | ☐ |

Comments

R1 Rooms, public spaces and corridors are spacious. The atrium in the main building, off which the corridors with offices and teaching rooms open, provides a central focal point for the college.
R2 The main building is in a good state of repair and cleanliness; it is clearly well maintained. Rooms are comfortable and quiet. The college has won awards for carbon reduction and space efficiency.
R3 The classrooms are well lit, quiet, well heated and ventilated and flexibly furnished.
R4 There is ample room for relaxation with a large open plan refectory and a quieter student-run bistro. There is a wide range of good quality food at extremely reasonable prices in both.
R5 The teachers' room is shared with other teachers in the faculty but is well suited to lesson preparation with most of the teaching resources within it.

**Learning resources**

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

Comments

R8 The main teaching resources are in the teachers' room; there is a good range of reference and methodology material on the EFL shelves in the learning resource centre (LRC). Teachers need to ensure that the rule that a maximum of five per cent of a book can be photocopied is not contravened and that the source of the material used is always acknowledged.
R9 Classrooms are equipped with interactive whiteboards. Teachers are trained in their use and the technology is supported by a central college unit; teachers reported that response times were good.
R10 The LRC is large and well equipped. There are shelves for the EFL stock which contain reference material for teachers and language practice books and graded readers for the students. There are 120 desk spaces and some 60 computer work stations; if these are all being used, students can borrow one of 30 laptops. There are both quiet and silent zones within the LRC.
R11 Students are taken to the LRC and given guidance in its use as part of the induction process.
R12 Review and development of teaching and learning resources is an integral part of the course review process.

**Resources and environment summary**

The provision meets the section standard and exceeds it in some areas. *Premises and facilities* is an area of strength; they provide an excellent environment for the teaching and learning of English; this is supplemented by a good range of learning resources.

## 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 Of the two teachers, one is TEFLI and one is TEFLQ.
T4 The academic manager is TEFLQ and has considerable experience.

**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 Support for teachers | ☐ | ☒ | ☐ | ☒ | ☐ |
| T11 Observation and monitoring | ☐ | ☒ | ☒ | ☒ | ☐ |

Comments

T6 Teachers are allocated to classes on the basis of their expertise and their preferences.
T8 The main source of cover is one of the regular teachers who only works in the college one day a week. If she needs cover, one of the international officers, who knows the students well and is TEFLI, steps in.
T9 In principle, the college takes on students for an academic year in September. However students are admitted in January and occasionally mid-term; there is a continuous enrolment form that gives advice to teachers about what needs to be provided for these late arrivals.
T10 The international academic co-ordinator and the teachers work closely together on the same courses. The teachers felt well supported. Relatively few professional development opportunities have been taken up by the teachers and those that have have tended to be in generic, and sometimes mandatory, areas such as safeguarding. There has been little EFL professional development. The international academic co-ordinator has planned a number of EFL workshops but these have not yet started to take place.
T11 There is a graded observation annually for each teacher, the outputs of which feed into the PMAR. This is carried out jointly by the curriculum area manager, who is not TEFLQ, and the international academic co-ordinator, who is. The criteria that apply in these observations are both EFL-related and more generic. The international academic co-ordinator, who also teaches, is observed by a TEFLQ member of staff from another department; the international academic co-ordinator also observes teachers by herself; there are some peer observations; and there has been some team teaching with the closed UAE groups.

**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 | ☒ | ☐ | ☐ | ☒ | |
| T15 Study and learning strategies | ☐ | ☒ | ☐ | ☒ | |
| T16 Linguistic benefit from UK | ☐ | ☒ | ☒ | ☒ | |

Comments

T12 Courses are based on a number of core textbooks and students are usually issued with photocopies rather than a book. Other materials used are produced in-house or are adapted from a number of sources.
T13 Mid and end of term tests provide an indication of whether course objectives are being met; they provide an initial stimulus for review. There is an annual sector specific review of all courses in April and this feeds into a departmental self assessment review.
T14 Course outlines are not currently provided for students though there are plans to do so on a half-termly basis.
T15 Students are issued with notebooks for vocabulary building; this activity is supervised by teachers. Electronic individual learning plans (eILPs) also provide a focus for independent learning strategies.
T16 Opportunities for using English outside the classroom are provided by all students staying in host families and by the use of the college virtual learning environment (VLE); some students work in a local charity shop; there are

educational visits which are part of the course; and the use of a task-based learning approach in some groups ensures out of classroom use of English.

**Learner management**

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

Comments

T17 An online test is used for a preliminary test of reading and listening ability before students leave their home country; this is supplemented, on arrival, with speaking and writing tests. This system is not working entirely satisfactorily. One student, who had taken the online test, was found to have a level of ability that was considerably below what was expected and the ability of two others was less than had been predicted.
T18 Each course has a course tutor who monitors student progress through weekly tutorials; these are usually organised so that individual tutorials one week are followed by a group tutorial the following week. Progress is also noted in mid and end of term tests.
T19 All courses incorporate examination guidance as all lead to an examination: A level students will ultimately do A levels; the EFL group students are aiming for IELTS; and the UAE students will do BTEC and/or IELTS.
T20 Assessment criteria are mentioned in the student handbook; more details are given in tutorials.
T21 All students are given a report at the end of each term; for those under 18 the report is also sent to their parents or guardian. Reports are included on eILPs.
T22 Many of the students are already engaged in UK education; the A level students on pre A level subject training and the UAE students on various types of engineering course. For those who are not, there is a good deal of information in the LRC and UCAS tutors are available.

**Classroom observation record**

| | |
|---|---|
| Number of teachers seen | 2 |
| Number of observations | 4 |
| Parts of programme(s) observed | EFL course, UAE groups, A level students |

Comments

The international academic co-ordinator, who also teaches, and one of the part-time teachers were each observed twice. A further part-time teacher was not observed because she did not work on the days when the inspection took place.

**Classroom observation**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| T23 Linguistic systems of English | ☐ | ☒ | ☒ | ☒ | |
| T24 Appropriate language | ☐ | ☒ | ☒ | ☒ | |
| T25 Planning content | ☐ | ☒ | ☒ | ☒ | |
| T26 Coherent and relevant activities | ☐ | ☒ | ☒ | ☒ | |
| T27 Classroom management | ☐ | ☒ | ☐ | ☒ | |
| T28 Teaching techniques | ☐ | ☒ | ☐ | ☒ | |
| T29 Student engagement | ☐ | ☒ | ☐ | ☒ | |
| T30 Sensitivity and learning atmosphere | ☐ | ☒ | ☒ | ☒ | |

| Comments |
|---|
| T23 Knowledge of linguistic systems was sound, modelling was clear, examples were well chosen and explanations were helpful. Phonemic notation was used, accurately, and word stress was normally added to words on the whiteboards.<br>T24 Teachers adapted their language well even in one class where the range of ability, because of weakness in the pre-course assessment of ability, was unusually wide.<br>T25 Plans were detailed with well judged timing. Outcomes were in terms comprehensible to learners (though not always written up on the board) and the student profile was extremely detailed.<br>T26 Sequences of activities held together well and there were constant looks back, through revision and recycling, and forward, to upcoming activity and homework.<br>T27 The interactive whiteboard, classic whiteboard and flip charts were all managed well. Classroom furniture was flexible in design and used well to create a positive learning environment. One whiteboard was extremely dirty and the source of handouts was sometimes given partially or, on occasion, not at all.<br>T28 A wide range of appropriate teaching techniques was seen. There was good elicitation and monitoring and controlled oral practice. There was some work on pronunciation, though more could have been done on, for example, weak forms. The monitoring of pairs and groups was thorough. More controlled oral practice would have been welcome and an awareness that reading aloud does not constitute speaking.<br>T29 Students were engaged and comprehension of instructions was generally checked; but in cases where this was not done, it appeared that students did not understand them.<br>T30 The atmosphere in class was positive and energetic and the teachers were consistently enthusiastic. They clearly knew their students well and had a very good relationship with them. |

**Classroom observation summary**

The teaching observed was either good or excellent and clearly met the requirements of the scheme. There was evidence that lessons were carefully planned and teachers clearly had a caring and responsible attitude towards their students' learning. Students had opportunities for self-expression and initiative in their own learning; there was principled variety of interaction and a high degree of personalisation.

**Teaching and learning summary**

The provision meets the section standard. Teachers have appropriate qualifications and are well supported. Programmes of learning are managed for the benefit of students and are closely linked to the students' other current or future study activities. The teaching easily met the requirements of the Scheme; *Teaching* is an area 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 Ensuring the safety and security of students is taken extremely seriously by the occupational health, safety and environment manager, the head of safeguarding and learner services and all members of staff. The required policies and procedures are in place in the college and include evacuation procedures for disabled students. Students are issued with booklets designed for international students, which give practical information with regard to health and safety issues, and this is reinforced at induction. The college safeguarding policy applies to all students whatever their age. There is a college incident response team and major incident procedures have been developed. A designated police officer is linked to the college and contributes significantly to meetings with staff and students.<br>W2 Information about pastoral care is included in the international booklets and international welfare staff are introduced at induction. All staff are committed to giving appropriate pastoral care. Students are supported by their |

teachers, the academic co-ordinator, staff in the international office and by the college-wide student support services. The open-door policy in the international office is appreciated by the students. There is a prayer room available for religious observance and college chaplains, who are available to speak to students from any faith backgrounds and to give moral support.
W3 In addition to the staff mentioned in W2 a confidential counselling service is available in person or online. Information about the counsellor is included in the learner information booklet. If international staff feel unable to deal with more serious issues they refer students to the college counsellor.
W4 There is a detailed written policy and procedure for dealing with abusive and unacceptable behaviour by staff and students. This is referred to in the welcome pack and in several booklets and handbooks for international students and focuses on the importance of showing respect for all members of the college community. The policy is also introduced at induction.
W5 A 24-hour college emergency contact number is provided in writing on a small card for students. Students are told to enter the number in their mobile phone. Responsibility for holding the emergency mobile phone is shared between key staff. Students are also given other useful contact numbers which could be helpful in the event of an emergency.
W6 Pre-course information gives students clear information about the college airport pick-up service, which is free of charge for all students. Any students under 18 are expected to use this service unless they are accompanied by parents or guardians. Information about forms and costs of transport for students who choose to travel independently is available on request.
W7 Students receive useful, appropriate information in their welcome pack when they arrive and are provided with advice and guidance at induction and during their stay. Staff in the international office are always ready to give additional information and support.
W8 Students are given some information about their rights with regard to NHS treatment, but the information does not clearly distinguish between EU and non-EU students. Students benefit from a full-time nurse who is based on the campus and runs a drop-in centre for students. The college also has a team of staff with first aid qualifications. Students are helped to sign up with a GP either by college staff or by their homestay provider.

**Accommodation profile**

| Comments on the accommodation seen by the inspectors |
|---|
| One inspector visited three homestays. They were all of a very good standard and offered pleasant and comfortable accommodation. All hosts clearly offered a warm welcome to their overseas guests and understood the needs of young people. There are currently about 41 homestay providers on the college register. |

**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 | ☐ | ☒ | ☐ | ☒ | ☐ |
| W14 Student feedback | ☐ | ☒ | ☐ | ☒ | ☐ |
| W15 Meals in homestay/residences | ☐ | ☒ | ☐ | ☒ | ☐ |

| Comments |
|---|
| W9 The accommodation in the homestays sampled was of a very high standard. All bedrooms were clean, comfortable and appropriately furnished.<br>W10 Accommodation is inspected before students are placed. A comprehensive pro-forma is used to record information, but does not refer to the requirement for annual gas safety checks or fire risk assessments.<br>W11 Re-inspections take place annually and a useful check list is used to record information.<br>W12 Paper based accommodation records are kept and recently electronic records have been introduced. The records are kept up-to-date.<br>W13 Students are sent a host profile form, which gives all the required information, except for the approximate time, cost and number of the “town service bus” between the college and the accommodation. Students may have to use this bus if they are not able to use the free college bus service.<br>W14 Students know who to contact if they have any issues with their accommodation. Most students are asked at an early stage if they are happy with their accommodation, but no record is kept of this process and student feedback and action taken to follow up problems are not recorded.<br>W15 Students in homestay accommodation are offered breakfast and dinner during the week and three meals over |

the weekend and during holidays. The students in the homestays visited expressed their satisfaction with the meals provided.

**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 Hosts are given clear and comprehensive guidelines about providing homestay accommodation, and all hosts who were visited during the inspection reported that communication about arrangements was clear and efficient. On joining the college homestay register a homestay agreement is signed and this is followed up by an annual declaration focusing on changes in occupancy and DBS checks.

**Accommodation: residential**

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

Comments

W22 Residential accommodation is not offered.

**Accommodation: other**

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

Comments

W24 Students wishing to organise their own accommodation are given appropriate information and advice.

**Leisure opportunities**

| Criteria | Not met | Met | Strength | See comments | N/a |
|---|---|---|---|---|---|
| W26 Events and activities | ☐ | ☒ | ☐ | ☒ | |
| W27 Leisure programmes | ☐ | ☒ | ☐ | ☒ | ☐ |
| W28 Health and safety | ☐ | ☒ | ☐ | ☒ | ☐ |
| W29 Responsible person | ☐ | ☒ | ☐ | ☒ | ☐ |

Comments

W26 Information about social, cultural and sporting events in Haverfordwest, Pembrokeshire, Wales and England is included in the students' welcome pack and displayed on notice boards and on the college intranet. Students are also informed of leisure opportunities organised by the college.
W27 The programme for international students offers a variety of activities. There are three ways of accessing these opportunities. Events are organised by the international office, educational visits are run by the academic department and whole college activities are arranged. Students are asked to make suggestions for future events. Since the last inspection the provision has developed in several ways. There is now a drive to help EFL students integrate with home and other international students, and the local community. EFL students are offered free pottery

and art workshops in addition to their EFL tuition and there is a new whole college initiative "What's On Wednesday" (WOW) which offers a range of events each week.
W28 Very thorough written risk assessments are in place. However, they do not take into account the students' English language ability or the fact that some students may have arrived in the UK very recently.
W29 Football training organised for the UAE students is supervised by one of the college sports lecturers.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some areas. Students are well taken care of, accommodation is suitable and well organised, and the leisure programme is varied and interesting. *Care of students* is an area 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 materials | ☐ | ☒ | N/a | ☒ | ☐ |
| C5 Suitability checks | ☒ | ☐ | N/a | ☒ | ☐ |
| C6 Safety and supervision | ☒ | ☐ | ☐ | ☒ | ☐ |
| C7 Accommodation | ☐ | ☒ | ☐ | ☒ | ☐ |
| C8 Contact arrangements | ☐ | ☒ | ☐ | ☐ | ☐ |

Comments

At the time of the inspection there were three full-time and two part-time 16/17 year olds, and one full-time 15 year old all enrolled on adult courses.
C1 There is a comprehensive and detailed safeguarding policy in place and within the overall policy child protection is included. The policy is supported by Welsh government safeguarding documents i.e. "Guidance for safer working practice for adults who work with children and young people in education settings" and "Creating safe learning communities". The head of safeguarding and learner services is the senior designated person (SDP). She is a member of the college safeguarding panel and is supported by a number of staff who can act as the college designated person in her absence. The policy has been developed with the help of a legal expert on safeguarding, the Pembrokeshire safeguarding children's board (PSCB) and the local safeguarding board. A review is undertaken annually.
C2 All staff have undertaken PSCB tier 1 certificated safeguarding training. Refresher training is delivered every three years. The safeguarding panel and the designated safeguarding officers are trained to tier 2 and the SDP is trained to tier 4. This certification allows her to give training to the college staff. One member of each homestay has tier 1 certification and through this training is made aware of the policy. A simplified summary of the policy is not currently available, but is being prepared under the auspices of the PSBC.
C3 Publicity does not give a description of the level of care and support given to students under 18. Parents are not asked to sign parental consent forms at enrolment to indicate that they understand the nature of the course or that their children may not be supervised at all times.
C4 All the relevant information is given to prospective employees in the job advertisement or on the website and is also repeated once the online application form has been completed.
C5 All college staff are DBS checked, as are all adults in homestays. Police "certificates of good conduct" have not been obtained for group leaders, who accompany students during the summer.
C6 The current group of students under 18 is small and the international office staff are able to support them, but in order to ensure the safety and supervision of all students under 18 it is essential that they are clearly identified for all staff who may come into contact with them. This is currently not the case. Supervision ratios for off-site activities are understood and adhered to. Under 18s are on adult courses and are therefore not routinely supervised outside lessons. General advice about appropriate behaviour is given to all students, but specific rules for students under 18 are not in place.
C7 All students under 18 are placed in homestay accommodation unless they are staying with relatives or appointed guardians. This accommodation is subject to inspection by the care and social services inspectorate for Wales. Breakfast and evening meals are provided during the week and three meals are provided during weekends and holidays. During the week students can buy meals from the college training restaurant/bistro or the college refectory. "The international student host family guidelines" booklet does not give clear rules for what students may

do when they are unsupervised and what time they are expected home at night.

**Care of under 18s summary**

The provision meets the section standard in most respects. The college has comprehensive safeguarding and child protection policies in place, and a team of trained staff to ensure that the appropriate procedures are followed. All staff and homestay providers are DBS checked and have received level 1 safeguarding training. Recruitment materials fully meet Scheme requirements. A description of the level of care for under 18s is not included in any publicity. A few aspects of the care of under 18s need further attention. Formal procedures for ensuring that all staff are aware of the EFL students who are under 18 are not in place, rules for what these students may do when they are unsupervised are not explicit and currently parental consent forms are not required.