

Organisation name	Peterborough Regional College
Inspection date	26–27 February 2014 Report updated following a spot check 23 March 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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, documentary evidence should be submitted within six months to show that issues identified in relation to C3, C4 and C7 have been satisfactorily addressed.

Publishable statement

The British Council inspected and accredited Peterborough Regional College in February 2014 and in March 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).

The English language teaching department of this college of further education offers courses in general English for adults (16+) and vacation courses for under-18s.

Strengths were noted in the area of *care of students*.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 1999
Last full inspection	21/22 January 2010
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 schools / centres /affiliates	Peterborough University Centre – joint venture between Peterborough Regional College and Anglia Ruskin University
Other related non-accredited activities (in brief) at this centre	ESOL (free provision)

State Sector

Type of institution	FE College
Other accreditation	N/a

Premises profile

Address of main site	Peterborough Regional College, Park Crescent, Peterborough PE1 4DZ
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
Inspectors' note of sites inspected	The campus is in a residential area, with frequent bus connections to the centre of Peterborough.

Student profile

	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	84.3%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	239	284 (April)
Full-time ELT (15+ hours per week) 18 years and over	3	3
Full-time ELT (15+ hours per week) aged 16-17 years	0	
Full-time ELT (15+ hours per week) aged under 16	N/a	
Part-time ELT aged 18 years and over	236 (incl. 88 evening & 126 daytime ESOL students)	236
Part-time ELT aged 16-17 years	0	
Part-time ELT aged under 16 years	N/a	45 (April 2014) 7 (July 2013)
Minimum age (including closed group or vacation)	16	14
Typical age range	18-35	14-35
Typical length of stay	30 weeks	30 weeks
Predominant nationalities	Emirati, Lithuanian, Latvian, Polish,	Emirati, Lithuanian, Latvian, Polish, Portuguese
Number on PBS Tier 4 General student visas	22 (UAE) + 2	24
Number on PBS Tier 4 child visas	N/a	
Number on student visitor visas	N/a	
Number on child visitor visas	N/a	

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	20
Number teaching ELT under 10 hours/week	14	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	12
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	16

These figures exclude the academic manager(s)

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Most students were on courses leading to ESOL Skills for Life examinations from Entry 1 to Level 2. At the time of the inspection there were only three full-time ELT students, who had been placed on an ESOL course. There was also an established group of UAE students (in two cohorts) whose main subject is Engineering and who attend English classes in closed groups as part of their course. CAE and FCE classes were being run in the evening, and these were open to the full-time ELT students. A short general English course was run for Portuguese students (under 18s) in summer 2013, and a similar course will be offered at Easter 2014.

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	22	
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	3	
Students own arrangements	214	

Introduction

Peterborough Regional College (PRC) is a large further education college, with a range of both further education and higher education courses. There are three faculties. Following a structural reorganisation a little less than two years ago, curriculum managers with subject-specific responsibility were replaced by a broader tier of management. EFL/ESOL is now located in the inclusive learning and ESOL/EFL (ILES) sector of the faculty of art, media and life skills. An international office has recently been established. There are currently approximately 3,000 full-time students aged 16-18 and 7-8,000 predominantly part-time students aged 19+ on the main site. Although some ESOL teaching takes place on other sites, none of this falls within the scope of the Scheme.

The college campus also houses University Centre Peterborough, a joint venture between the college and Anglia Ruskin University.

Meetings were held with the interim vice principal for curriculum and learner experience and the interim assistant principal for quality and standards, the head of the faculty of art, media and life skills, the executive director (students), the sector manager of ILES, the EFL coordinator and one of the ESOL coordinators, two professional tutors, the international student manager and the international coordinator, the marketing manager, the library manager, the health and safety officer, and the member of staff responsible for sports. Focus group meetings were held with teachers and students. One inspector visited two homestays. The inspection lasted two days and an evening.

A spot check took place in March 2015 to re-evaluate academic staff qualifications and academic management. The inspectors arrived at the college at 11.00 and left at 15.30. During this time they had two separate meetings with the quality teaching and learning lead (academic manager) to review the action plan, and a meeting with the newly appointed sector manager inclusive learning and ESOL. A meeting was also held with the academic co-ordinators of the ESOL/EFL team and the teachers. A range of documentation was reviewed and a brief round-up meeting was held with the academic manager, the sector manager and the head of faculty.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: CLA guidelines were not displayed by some photocopiers; the institution should seek further advice from the relevant regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The sector manager reports to the head of faculty. Day-to-day responsibility for courses is delegated to a group of four coordinators. All of these have responsibilities for specific types/levels of ESOL course; one also has specific responsibility for EFL and another for the English language component of a contract course for students from the UAE.

M4 Regular meetings are held at all levels. Daily communication between the sector manager and teaching staff tends to be by email, and teachers felt this was an efficient means of getting a quick response to any queries.

M6 In a very small number of cases, certificates were not on file or had not been endorsed to show that the original had been seen.

M8 All staff take part in an annual performance review, and interim reviews allow for monitoring and adjustment of objectives. Appraisal and other QA processes (including observation) identify themes for development.

M9 Various forms of generic in-house training are provided, and evidence was seen that staff have taken advantage of these. A team of professional tutors is also active in promoting the professional development of teaching staff through workshops, the provision of resources and observation.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 Staff in the international office commented that the 0.5 fractional post of international student manager was insufficient, given the workload.

M11 International student enrolments are handled by the international coordinator. Any queries requiring specialist advice are passed to the appropriate coordinator.

M14 The student handbook is not explicit about what constitutes lateness.

M15 Attendance requirements are clear, but the student handbook does not specify explicitly what would be considered unacceptable conduct or the sanctions that would be applied.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Most of the issues raised in the last report have been satisfactorily addressed, but see M23 and M29.

M17 College systems include a well established annual self-assessment review which draws on input from all levels of the organisation.

M18 College systems include student surveys, student representatives and learner forums for each curriculum area. Evidence of action was seen.

M19 There is an annual staff survey, and evidence was seen that the data is analysed and considered during the annual review process. Inspectors were told that as part of a new HR initiative volunteer staff will be involved in developing an action plan to deal with points raised in staff feedback.

M20 The student handbook refers students to a leaflet available in reception. This sets out procedures for complaints, but is written in language that would not be accessible to lower level non-native speakers of English.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website, which includes a downloadable version of a guide for international students, which is also available in hard copy. Printed materials also include full-time and part-time prospectuses.

M22 Helpfully detailed descriptions are given of facilities and the various forms of support available for learners.

M23 The full-time prospectus indicates levels and provides very minimal descriptions of courses at ESOL entry level 1 to level 2. However, there is no description of content or levels of the English language programme listed in the international student guide. Moreover, this guide does not warn potential applicants that EFL students may be placed in a class with ESOL students and follow a course designed for ESOL students. Inspectors were told that students are informed of this at the point of enquiry. There are no separate descriptions of evening courses leading to examinations. The previous report also commented on the minimal nature of course descriptions.

M24 Publicity does not include the following information: specific course dates, times of classes, minimum enrolment age, and maximum class size. The international student guide states that the full-time English language programme consists of 16 hours per week, whereas the basic programme is 15 hours per week.

M27 There is no organised leisure programme.

M29 The accreditation marque is used inappropriately on the front cover of the international student guide, and a non-standard version of the marque on the inside cover of the same guide. A similar point was made in the last report.

Management summary

The provision meets, and in some aspects exceeds, the section standard. The management of the provision operates to the benefit of the students and in accordance with its publicity. Attention is needed to certain aspects of publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 A new sports hall, with some teaching space, is scheduled to open shortly. As well as augmenting facilities, this will reduce pressure on teaching rooms.

R2 The college has a targeted refurbishment programme. This was evident in the bright and welcoming reception area and the new enterprise lounge. All other areas visited during the inspection were fit for purpose.

R3 All classrooms seen were of a reasonable size for the number of students. In one, students were seated in rows at double tables. This constrained natural group interaction.

R4 The refectory and other food outlets serve an adequate range of hot food and snacks. Students also have access to a spacious new seating area which adjoins one of these outlets.

R6 Permanent staff have their own desks in shared offices with their own computer and secure storage for personal possessions. Copying and printing facilities are available in these offices. The small number of variable hours lecturers (VHLs) have access to a hot desk with computer or can use the library. A suite of tutorial rooms is available for one-to-one tutorials.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R9 All classrooms are equipped with interactive whiteboards, and a set of tablets has also been purchased recently. Training for teachers is available and teachers said that technical support was good. Students have access to computers in the library, where there is also provision for group work linked to large plasma screens.

R10 An area of the library is set aside for quiet study.

R11 Student inductions include an introduction to the library. This is well organised and suitably resourced, and facilities and services are clearly described in the welcome leaflet. Students were very positive about the quality of service from library staff.

Resources and environment summary

The provision meets, and in some aspects exceeds, the section standard. The environment and resources support and enhance the studies of students and provide an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

This section dates from the March 2015 spot check inspection and replaces the findings of February 2014

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The academic manager is a member of the team of college-wide Quality teaching and learning leads. She has specific responsibility for the academic oversight of the EFL/ESOL team. She has considerable experience in this area, and since she has qualifications enabling her to play a full teaching role within the EFL/ESOL sector, she meets the Scheme's qualification requirements to be an academic manager in the FE sector. She is undertaking a part-time course to acquire a Diploma Level (Level 7) award in TESOL.

Academic management

This section dates from the March 2015 spot check inspection and replaces the findings of February 2014

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 A cover rota is in place. A member of staff has been appointed on a variable hours contract to provide additional cover when required.

T10 A comprehensive set of online resources has been purchased to give teachers access to professional development in their specialist area. Teachers' meetings are held regularly to share best practice, and a peer observation programme is being introduced.

T11 All graded observations, which are required by the college's quality assurance policy, are conducted by the academic manager. Teachers are also regularly observed from a developmental perspective by another Quality teaching and learning lead, who meets Scheme requirements in terms of qualifications to carry out this role.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 For some years numbers have not justified a separate full-time course for EFL students and these students have been assigned to a course designed with ESOL needs in mind. Although this currently incorporates a numeracy component which the EFL students felt was irrelevant, it is based on sound principles and students felt that it was broadly appropriate to their needs. Course coordinators design schemes of work for the groups in their

sphere of responsibility, and there is some inconsistency in the level of detail. Lower level students work towards OCN qualifications, which do not explicitly test language, and although current students seemed content some staff expressed concern about this. The Study Abroad courses in summer and at Easter are coordinated by the international student manager, who has no TEFL qualifications; the academic manager is responsible for the academic component.

T13 Student and teacher feedback both feed in to course review, which forms part of the college's annual review process. However, the current situation is that each course coordinator reviews the courses for which they are responsible. There is no specialist academic oversight across courses.

T15 Full-time students are helped to set personal learning targets as part of ILPs. The college also promotes the 'six-book challenge', under which students read and briefly report on six books in a year.

T16 Periodic educational visits, which are exploited for language-learning purposes, form part of the course for full-time students. Students are also encouraged to take part in college events, and at the time of the inspection evidence was seen that they were being actively prepared to make a contribution to one such event.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Progress tests and individual tutorials are held every half term. A software system is used to record outcomes of student tutorials.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Full-time and part-time ESOL, UAE English classes.

Comments

In preparing for the inspection, daytime observations were planned of five members of staff. One teacher was not teaching on the days of the inspection, and there were no FCE/CAE classes on the only available evening. During the inspection, it emerged that additional teachers were teaching on co-funded part-time courses, and two of these teachers were therefore also observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers showed a sound grasp of linguistic systems, drawing students' attention to syllable stress, for instance, and focusing at lower levels on the alphabet and spelling. In weaker segments, explanations were not

always sufficiently clear, and in general pronunciation was not widely addressed.

T24 Teachers spoke naturally, if a little rapidly in one or two classes, and pitched their language appropriately to the level of their students. One of the college lesson planning templates used encourages a focus on differentiated outcomes – perhaps at the expense of consideration of differentiated input and processes.

T25 Lesson content was relevant to learners' interests or assessment targets. There was an appropriate balance between skills development and focus on form. Lesson objectives – often derived from the aims in schemes of work – were sometimes too general, and sometimes confused with activities or procedures.

T26 Plans were logically organised, providing for review, input, practice and consolidation. In some cases, there was also thematic coherence. Project-type activities clearly had great appeal for learners.

T27 Resources were appropriate for the intended outcomes. Teachers utilised whiteboards effectively and colour both for highlighting and visual appeal. Interactive whiteboards were widely used, but not always exploited fully.

T28 A wide range of teaching techniques was used across lesson segments. In the best segments, students were actively involved in reviewing and sharing knowledge about the language, and teachers elicited well and exploited and elaborated on students' contributions. Peer- and self-correction were encouraged in some segments; and examples were seen of very detailed and helpfully constructive feedback on students' writing. In weaker segments, there was too little variety of activity, and instructions were not followed by examples, leading to some student confusion. In general, many opportunities were missed for giving explicit feedback on students' linguistic errors, and there was little variety in the techniques used to help students improve their pronunciation.

T29 Teachers used pairwork and groupwork to encourage interaction and, in general, gave clear instructions for tasks. In the best segments, the pace was brisk, ensuring that all students were fully engaged.

T30 Teachers created a positive atmosphere in most classes. They were relaxed and confident, for the most part purposeful, often humorous; in some classes, learners were clearly energised by the energy of their teachers. In the best segments, there was evidence of planning that took account of learner differences, including their activity preferences, but this was not a feature of all plans or segments observed.

Classroom observation summary

The teaching met the requirements of the Scheme, ranging from excellent to satisfactory. Teachers provided good models of natural spoken English and in general demonstrated a sound analytical knowledge of the language. Lesson content was carefully selected to meet students' needs and interests, but some attention is needed to the formulation of objectives. Resources and interactions were managed competently and teaching techniques were generally appropriate, but there was insufficient explicit feedback on learners' oral production. Teachers created a positive atmosphere that was conducive to learning. More focus on differentiation in planning and implementation is desirable.

Teaching and learning summary (updated March 2015)

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The overall provision for the safety and security of all students at the college is excellent. The campus has cctv cameras throughout, as well as security personnel, and regular fire drills covering both daytime and evening provision. All students are given an emergency contact number. Risk assessments are very thorough for all aspects of college life from classroom to playing field. A 'Health and Safety Guidelines for Learners' leaflet is distributed at

induction, accompanied by a pen drive, and it also appears on the virtual learning environment and notice boards. This is further supported by the health and safety officer visiting classrooms to re-enforce and discuss relevant issues. She was very aware of the particular linguistic needs of international students.

W2 All students have a tutor, who may be the first point of contact for pastoral care, but tutors and students are very effectively supported by the college's Well-being Centre. Full-time staff available here include the welfare advisor, counsellor, nurse, and careers advisor, and these are complemented by the multi-faith chaplaincy team and the college nursery. This is backed by excellent safeguarding provision (see *Care of under 18s* section below).

W3 The opening pages of the student handbook give the names and contact details of the student's tutor, as well as those of the staff mentioned in W2 above.

W4 The college has a clearly-written anti-bullying and harassment policy and procedures which are implemented in a number of ways, one of which is the Respect Agenda. Students commented that they had not experienced racism or bullying at PRC, but would know what to do if they encountered it.

W5 All students have access to an emergency college number. ESOL/EFL students were less clear about where to find it than the UAE group.

W7 The student handbook advises students to consult the British Council EducationUK site or UKCISA for the information cited in this criterion. Although these are very useful additional sources of more in-depth information, they are not a substitute for mentioning issues such as compliance with the law and medical and dental treatment in the handbook. The college's induction programme does include a visit from the police to discuss such issues.

W8 ESOL/EFL students have full access to medical and welfare services, and they are given help by the college nurse in relation to registering with a GP.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two homestays were visited. Both hosts were welcoming and aware of their responsibilities, and the homestays were entirely suitable in terms of facilities and services offered to the students. Five of the students in the student group were or had been in homestay accommodation, and all were positive about their homestay experience.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W11 The international co-ordinator aims to re-inspect every 18 months to two years, and records showed that this is the case.

W13 The majority of the college's homestay arrangements relate to the Emirati students, who have their own contract with the college, which meets these criteria. The occasional independent student in homestay receives an individual email detailing accommodation. The college is beginning to expand its provision in relation to its Study Abroad courses, and should ensure that it adheres to these criteria when further formal bookings are arranged.

W14 'Earlybird' questions are asked face-to-face by the international co-ordinator and the UAE course tutor, for the Emirati students, and by the co-ordinator, for independent students.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Met, but the hosts did not hold an emergency number for the college, neither had they been asked to prepare fire risk assessments to share with their students.

W19 Two UAE students were lodged together at one of the homestays visited, but this was because of exceptional circumstances and at the request of the sponsor. This is not the norm for these students. Study Abroad students, who may be as young as 14, also request to share homestays, and this is written into their contract.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are given information about leisure activities available to them through the college enrichment programme and in the wider community. Class visits are organised to places of interest. Students in the lower level ESOL classes are also encouraged to take part in work experience opportunities within the college.

W27 There is currently no leisure programme as such for the year round ESOL/EFL students. However, the Study Abroad Holiday provision has a significant visits programme planned for Easter 2014.

W28 Systems for ensuring the safety and security of students, and resourcing, for the holiday provision were discussed with the international student manager, who has responsibility for the development of these courses. Risk assessments so far in place are appropriate.

Welfare and student services summary

The provision meets and in some areas exceeds the section standard. In particular, care of students is a strength. The needs of the students for security, information and leisure activities are in general met, and the management of the accommodation system works to the benefit of the students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 PRC has a clear and comprehensive safeguarding policy. The named person is the executive director (students), who leads a safeguarding team which includes the ILES sector manager.

C2 All adults in contact with under 18s are given safeguarding training, which is run fortnightly by the college. This includes the Study Abroad group leaders. A DVD is also available for, for example, employers. Study Abroad homestay hosts are all given guidance by the international student manager.

C3 The full-time prospectus and the website outlines support available to all students, but there is no specific reference to under 18s.

C4 Met, but the sample interview letter seen makes reference to the college's commitment to safeguarding, asks for proof of identity and informs applicants that DBS checks will be required. It does not include a reference to the fact that all references will be followed up, and that referees will be asked about the applicant's suitability for employment with under 18s; neither does it indicate that all gaps in CVs must be explained satisfactorily.

C5 All staff are DBS checked, as are homestay hosts. The latter are also checked under Section 142 of the Education Act 2002 (formerly List 99).

C7 Met, but the rules on curfews for students need to be included in the guidelines for the homestay hosts. PRC does not use residential accommodation.

Care of under 18s summary

The provision meets the section standard. PRC provides appropriate provision for the safeguarding of students under 18 within the college and plans are being formulated, within the college's safeguarding policy, to ensure the leisure activities and accommodation provided for the forthcoming Study Abroad programme will also be appropriate.

