

Organisation name	South & City College Birmingham
Inspection date	5–6 March 2019

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

Recommendation

We recommend continued accreditation with a supplementary inspection in the summer of 2019 to assess the summer school held at the Bournville campus and review S7.

Summary statement

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

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

Strengths were noted in the areas of strategic and quality management, premises and facilities, academic management, care of students, and leisure opportunities.

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

Introduction

South & City College Birmingham (SCCB) is a college of general further education located as its name suggests. South College and City College, both in Birmingham, merged in 2012. In 2017 the joint college merged with Bournville College. The latter has retained its identity; the college letterhead includes both the SCCB and Bournville brands and Bournville College has retained its own social media presence.

The college has some 22,000 students and 1,600 staff and is located in eight centres and five main campuses. It offers, through its five faculties, a wide range of GCSE, A-level and vocational courses leading to BTEC Diplomas and other vocational qualifications and has an HE centre. SCCB has hitherto offered English language courses for adults (18+), although this policy was revised during the inspection. Student numbers have risen recently as the college has acquired students from a well-known local authority EFL centre that closed in 2018. Bournville College has run a summer school for juniors for a number of years, principally for Italian students. The British Council accreditation Unit had not been informed of the 2017 merger or, consequently, of the new ELT provision.

The inspection took place over two days. During this time the inspectors met, together or separately: the principal, the vice principal, the head of faculty – foundation studies, the deputy head of faculty – foundation studies, the head of international office, the head of school, the summer school project manager, the assistant principal - quality, the executive director – human resources, the assistant director – human resources, the director student services, the director – estates and facilities and the centre manager. Inspectors observed seven of the eight teachers who were timetabled during the inspection; one was ill. Focus groups were held with teachers and with students.

Address of main site/head office

Digbeth Campus, High Street Deritend, Digbeth, Birmingham B5 5SU

Description of sites visited

The Digbeth campus consists of a relatively modern building with offices and classrooms linked to a restored Victorian former primary school through a wide glazed corridor that contains catering and student relaxation facilities. The ELT operation has exclusive use of one floor of the former primary school. The campus is very central in Birmingham at less than a ten-minute walk from the city centre and its two railway stations.

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

Comments

The college offers general English courses (21 hours per week) with optional IELTS preparation, general English with academic skills (21 hours per week) and pre-sessional English for academic purposes courses (25 hours per week) in conjunction with a number of UK HE partner institutions. All courses were advertised with a minimum age of 18 but a 17 year-old had been enrolled and was studying during the inspection. The college decided to reduce the minimum age to 16 during the inspection and amended the publicity accordingly. It has also offered, since its merger with Bournville College, a summer school for under 18s.

Management profile

The English Language School is in the Faculty of Foundation Studies. The head of school reports to the faculty's deputy head; these two, together with the head of the faculty, constitute the school's management team. There are two academic managers assisted by a teaching excellence leader.

Accommodation profile

The college does not arrange accommodation, but provides help, advice and contact information.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management of the college is responsive and effectively targeted. Staff management and development is of a good standard and the college has effective quality assurance systems. Student administration operates effectively. Publicity is informative and comprehensive but contains some flaws. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college campus is centrally located and well maintained, and provides a pleasant general environment. The classrooms are of a good size and are appropriately furnished and equipped. There are a number of very affordable food outlets available to students, as well as other leisure facilities. Learning resources are generally of a good standard. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified, generally experienced and well supported by their academic managers and college staff development systems. The courses are well organised, resourced, and reviewed in the light of feedback. However, some courses were rather loosely structured and students would have liked a core coursebook. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. Students benefit from very well-managed student services, including out-of-class activities. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities, although accommodation arrangements and rules for outside class time will require review if recruitment of this age group continues.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M2 The college strategic planning process is effective and comprehensive with input from all levels from governors to students. There is an annual 'How are we doing?' planning event that assesses progress and updates accordingly.

M3 The ELT operation structure is very clear, well documented and easily understood. There are more than enough staff to ensure effective management and delivery of the provision with continuity constantly ensured.

M4 The effectiveness of quality control within the college comes from a combination of local responsibility and central support. There is a well-developed communications structure with a wide variety of meetings of different types and with varying compositions that are held according to a detailed schedule over the year.

M7 Responsibility for quality is devolved to the college's faculties but supported by a central quality team. The process involves the development of a self-assessment report (SAR) which takes stock of previous activity and leads to a quality improvement plan (QIP) that incorporates action planning, the outcomes of which are closely monitored. Self-evaluations are routine and normally use the criteria employed by external agencies.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M11 Induction is not viewed as a one-off event but rather as a process that will take a number of weeks to complete; it takes place at college, department and service levels and includes, where appropriate, training. Each new member of staff has a nominated induction 'buddy'. New teachers are observed twice in their probation period.

M13 A wide variety of training is provided, some of it generic and mandatory, some ELT specific. These training events are online or in a variety of meeting formats which include college training days and ELT specific meetings. The ELT team is supported by a Teaching Excellence Leader (TEL) in the field.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M18 This criterion is met but in one instance the field in the emergency contact record did not make clear the relationship of the contact to the student.

M19 Attendance and punctuality recording systems are robust; initial notes are made by class teachers and are passed on to the head of school after three occurrences. When students arrive late for class, they are required to note the reason for the delay on a prominently displayed orange form.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main form of publicity; there are print brochures for courses for international students and for EFL classes but these are replicated from the website.

M24 The website stated that the minimum age was 18, but there was a 17 year-old in the one of the classes. The website was edited during the inspection lowering the minimum age to 16 and this is no longer a point to be addressed.

M26 There is no description of the level of care and support for students under 18.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The older part of the campus has been well restored. Both it and the more modern section are in an excellent state of repair, cleanliness and decoration and are entirely suitable for the college's work.

P2 Classrooms are very spacious, well equipped and flexibly furnished. They are quiet and provide an excellent study environment.

P4 There is a large number of water fountains and the college canteen provides good quality food at very low cost. Students arriving before a given time in the morning are offered breakfast free of charge.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are fully met.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All criteria in this area are fully met.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T6 The EFL unit has sole access to the six classrooms on a first floor corridor. As these are not centrally timetabled, their equipment and decorations are EFL-friendly. Timetables meet the needs of students and are made known to them in an easily accessible way.

T9 There are a number of sources of support for teachers who felt very well supported: by each other, by the two easily approachable academic managers and by the TEL.

T10 The observation procedures are wholly appropriate. Following the two observations during their probationary period, teachers are observed at least once a year by the head of school; observations are also carried out by the deputy head of faculty and by the TEL. All three are TEFLQ. Teachers reported positively on the observation process and feedback. A peer observation scheme has recently been introduced.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Teachers have individual responsibility for schemes of work (SOWs). While this lack of prescription can lead to creative course design, there was an occasional lack of rigour and consistency in the SOWs' structure. This was reflected in student requests for a core coursebook.

T16 It was clear that there was systematic interaction between the college and external environments; students felt that their courses helped them in their interactions in the community and it was clear that the academic English elements of many of the courses were useful for preparing students for student academic life.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T22 The college has partnerships with a number of UK universities that inform its pre-sessional courses and guarantee places for students on successful completion of the course; it also has an advisory service that is well placed to advise students about its own courses and helps them with applications to other institutions.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All that were currently underway.

Comments

Seven of the ten teachers were observed; two teachers were not teaching during the inspection and one was absent through illness.

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

Comments

T23 Clear and accurate models were provided for the most part with parts of speech indicated in whiteboard notations. Occasionally models were not wholly accurate and when individual syllables were highlighted their natural speech form was sometimes distorted.

T24 In stronger plans there were good student profiles with clear links to classroom activity. In some instances there were only generic profiles and little evidence in the plans that individuals had been taken into account.

T25 Learner outcomes were usually stated and shared with students but some were vague and others teacher centred.

T26 A very wide range of appropriate teaching techniques was seen.

T27 Good use was made of the flexible seating arrangements, often with nominated groups and pairings. Teachers used both standard and electronic whiteboards confidently and competently.

T28 There was a good amount of immediate feedback seen and also, in the case of fluency activities, some well-chosen deferred feedback. More feedback could have been given on pronunciation errors.

T29 Clear reference back to stated desired learning outcomes was made in most segments with them being ticked as completed on the whiteboard in a number of instances.

T30 Students were consistently very engaged and the learning atmosphere was positive with good rapport between teachers and students. At times, tasks were not well set up and students struggled, and in some cases teachers talked too much when the talking could as well have been done by students.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from excellent to satisfactory; the majority of segments observed were satisfactory or good. Knowledge of English in use was sound in most cases, and most teachers provided effective models, though this was not consistent across all the segments observed. Staff had a clear understanding of the outcomes they wanted for their students and these were usually shared with the students. Teachers demonstrated a range of techniques which supported their students' learning. Classroom resources were used very effectively. Feedback on individual linguistic and skills areas was uneven. By and large, teachers were sensitive to individual and whole class needs, which resulted in a relaxed classroom atmosphere, and created a positive learning environment.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 The college maintains high levels of provision for safety and security, which is the responsibility of senior managers in a number of co-ordinated teams. Extensive training is provided, including for fire marshals.

W3 There is a robust structure for identifying and managing welfare issues across the college, including the presence of at least one welfare guidance officer on each campus. All students have personal tutors, all staff are supported and encouraged to be aware of students' potential needs and who to refer issues to, and academic tutorials include a pastoral focus.

W4 Policies and procedures are clear, comprehensive and widely promoted. Relevant issues are dealt with clearly and openly through noticeboards around the campus. The principal personally involves himself in ensuring that tolerance and respect are well-understood features of the organisation's ethos.

W7 An extensive range of up-to-date and comprehensive information is made available to student through a variety of physical and electronic channels, including clear displays and noticeboards, induction sessions, handbooks, and pre-arrival documents.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

None.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 As well as trips and events arranged by the school, the college enrichment programme provides access to a very wide range of events and activities, including sports programmes, which offers EFL students the opportunity to participate in the wider college community.

W24 The extensive enrichment programme is geared to the interests and concerns of a wide range of potential users, and is both varied and regularly updated.

W26 Class trips and events are organised by teachers, who help to write specific risk assessments. They are supported by thorough college systems and guidelines, which include regular review and systematic updating in response to feedback following trips.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, the stated minimum age for enrolment on all courses was 18. However, one 17 year-old was present.

S2 The college ensure very high levels of safeguarding training and awareness and has a robust structure to review and maintain good safeguarding practice at all times. Designated safeguarding leads are trained to specialist level and other managers are trained to at least advanced level.

S6 No specific rules, guidelines or checks were in place for the student under 18.

S7 Suitable arrangements were in place for the accommodation of the student under 18, who was living with a family member. However, existing college arrangements for accommodation are not generally suitable for under 18s.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	March 2012
Last full inspection	March 2015
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	Teacher training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	FE College
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Bournville Campus, 1 Longbridge Lane, Longbridge, Birmingham B31 2AJ

Student profile	At inspection	In peak week: Select month (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	97	97
Full-time ELT (15+ hours per week) aged 16–17 years	1	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	98	98
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–50	18–50
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Japanese	Saudi Arabian, Japanese

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>	0	0
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	97	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	97	1
Overall total adults + under 18s	98	