

Organisation name	South Eastern Regional College, Northern Ireland
Inspection date	9-10 September 2014

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.

Publishable statement

The British Council inspected and accredited South Eastern Regional College in September 2014. 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 <http://www.britishcouncil.org/education/accreditation> for details).

This college of further education offers courses in general English and ESOL for citizenship for adults (18+).

Strengths were noted in the areas of premises and facilities and learner management.

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

Organisation profile

Inspection history	Dates/details
First inspection	7-9 March 2012
Last full inspection	16-17 May 2013
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	N/a
Other related non-accredited activities (in brief) at this centre	N/a

State Sector

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

Premises profile

Address of main site	Lisburn Campus International School of English 25 Castle Street, Lisburn BT27 4SU
Details of any additional sites in use at the time of the inspection (<i>location/normal use of site/when used/number of rooms used</i>)	SERC Downpatrick Campus Market Street, Downpatrick, County Down BT30 6LZ SERC Newtownards Campus Victoria Avenue, Newtownards, County Down BT23 7ED SERC Bangor Campus Castle Park Road, Bangor, County Down BT20 4TD
Details of any additional sites not in use at the time of the inspection	SERC Newcastle Campus Castlewellan Road, Newcastle, County Down BT33 0UR SERC Ballynahinch Campus Church Street, Ballynahinch, County Down BT24 8LP
Inspectors' note of sites inspected	SERC has six campuses. ELT is delivered at four of them: Lisburn, Bangor, Newtownards and Downpatrick. The first three of these were visited during the current inspection, the fourth during the 2012 inspection. An investment of £80 million led in 2011 to completely new buildings at Lisburn and Downpatrick and a significant renovation of Newtownards. Bangor, though of somewhat older construction, has in common with the other campuses large, light and quiet classrooms and purpose-built supporting facilities such as a large central reception area, large and well-equipped learning resource centres and café/restaurant areas. All the campuses are located in fairly central positions in their respective towns.

Student profile

Student profile	At inspection	In peak week (October)
Of all international students, approximate percentage on ELT/ESOL courses	10%	10%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	105	180
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	105	180
Part-time ELT aged 16-17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Minimum age (including closed group or vacation)	18	18

Typical age range	18-50	18-50
Typical length of stay	10 months	10 months
Predominant nationalities	Polish and Lithuanian	Polish and Lithuanian
Number on PBS Tier 4 General student visas	10	10
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10-19 hours/week	5	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/ESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	3
Certificate-level ELT/ESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	
Total	6

These figures include 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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

None.

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		N/a
Private home		N/a
Home tuition		N/a
Residential		N/a
Hotel/guesthouse	11	N/a
Independent self-catering e.g. flats, bedsits, student houses		N/a
Arranged by student/family/guardian		
Staying with own family	94	N/a
Staying in privately rented rooms/flats		N/a

Introduction

South Eastern Regional College (SERC) was formed following the merger of three former further education colleges in the south eastern region of Northern Ireland in 2007; it has six campuses with the main ones at Lisburn, Downpatrick, Bangor and Newtownards. SERC originally sought accreditation from the British Council to help further its aspirations to develop its international work in general and EFL activity, such as a summer school and a pre-sessional course, in particular, although these courses have yet to run. Its EFL activity at present is limited to a small ESOL provision, delivered at the Lisburn, Downpatrick, Newtownards and Bangor campuses and an ELT component on a limited number of courses for closed groups of international students brought in by subject departments. The unit delivering this provision, called the International School of English (ISE), is within the school of hair, beauty and skills for life.

The inspection lasted for a day, an evening and a half day. On the first day the inspectors visited the Lisburn campus to meet senior managers and members of the ESOL team. ESOL classes were observed in the evening at the Newtownards and Bangor campuses. The following morning the inspectors visited the Bangor campus to hold further meetings and observe a group of visiting Japanese students studying English language, engineering and business studies. This group was housed in a guest house, arranged by the course co-ordinator. The college does not offer accommodation for students and ESOL students are all resident in the local area.

The inspectors met with the principal, the director of corporate and economic development, the head of the school of hair, beauty and skills for life, the academic manager of the ISE, the deputy head of human resources, the senior marketing officer, a senior customer services officer, the head of health and safety, the international officer and the principal lecturer – pastoral care. There was a small focus groups of teachers at the Newtownards campus and a focus group of Japanese closed group students at the Bangor campus. One inspector visited the guest house accommodation in Bangor used every year for the closed group of Japanese students.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 college has a clear matrix structure that avoids long reporting lines. English language activity is housed within the school of hair and beauty and skills for life. The academic manager, primarily based at the Lisburn campus, reports to the head of the school and to the director of corporate and economic development. Two ESOL co-ordinators, each with responsibility for a campus where ESOL is taught, report to the academic manager. There is shared knowledge of reporting lines and measures to be taken to provide cover.

M4 There are formal, minuted ESOL team meetings every two months. The academic manager meets the two ESOL co-ordinators at least once a week and both she and the co-ordinators meet the teachers frequently. She also meets her line managers, the head of school and the director of corporate and economic development, to discuss operational and strategic issues respectively on a regular basis. Most day-to-day communication is informal and either face-to-face or uses the college's own messaging system or email. Teachers felt that there was good contact with the co-ordinators and the academic manager.

M5 HR policies and procedures are detailed and appropriate.

M6 Copies of original certificates are taken before employment is confirmed; these are dated but not signed. Key experience is confirmed through references.

M7 There are full induction procedures in place for newly employed staff; these include both information on generic, college wide matters and department specific briefing. Teachers confirmed that their inductions had not omitted anything that would have been of use to them in subsequent months.

M8 The staff appraisal system operates on a two-yearly cycle and, for teachers, includes observation by the academic manager. The scheme has now been extended to part-time staff. It was clear that the approach in the case of staff who were not performing satisfactorily would be supportive as far as was possible.

M9 There is a comprehensive continuing professional; development (CPD) policy and a very wide range of CPD opportunities available to staff within and outside the college. ESOL staff are now well served by a programme of internal workshops and by access to external ELT CPD events and have reacted positively to the opportunities presented to them.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Extra staff are employed at peak student administration periods.

M14 The policy on student attendance is clear; action is taken after two missed classes. Hitherto teachers have reported on attendance on a regular basis; from 2014-15 an electronic attendance record keeping system that generates reports automatically has been introduced.

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 type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 An action plan had been drawn up since the previous report and most items on it had been successfully addressed.

M17 The college has elaborate mechanisms for reviewing activity and performance. These involve feedback from staff and students and reports on what has been delivered. The whole process is well-documented and its outcomes are recorded.

M18 Summative student feedback is collected, collated and action taken on the basis of it is recorded. Initial feedback is not sought formally, understandably as the college's ESOL students are established in the local community.

M20 There is a complaints policy. Students are encouraged to contact a member of staff or a senior manager or to submit a 'Your Voice' form; these are available in reception or online. There are times specified within which staff must respond to issues raised in this way.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M21 The publicity related to ELT activity consists of the website, a tabloid-sized catalogue of part-time courses, including those in ESOL, and flyers that are distributed locally. The website is not well structured for accessing information about English language courses and is difficult to navigate successfully for those without a knowledge of the college and its provision. The English was mainly clear and accurate although a number of web pages were in inaccurate English and were difficult to understand. These were removed during the inspection. The college is aware of the shortcomings of the website from a student perspective; it is currently under review.

M22 The photographs in the text are not usually captioned. They do not misrepresent what a student will encounter; if anything, they fail to represent the campuses as the positive environments that they are. Textual information gives a good picture of the services and facilities the students will encounter.

M23 There are course descriptions but again these are hard to find.

M24 The minimum age stated in the publicity is 18, although on occasion slightly younger students have been admitted.

M26 The college does not provide accommodation.

M27 The college only offers a leisure programme to students in closed groups. Currently there is only one closed group a year; this is not arranged through ISE and is therefore not mentioned in publicity.

M28 Teachers are described as 'highly qualified'; not all are.

M29 The accreditation marque is used sparingly; when it is used, the correct version has been chosen.

Management summary

The provision meets the section standard. The management structure is clear and effective; staff management systems monitor, support and develop staff satisfactorily; student administration is efficient; and quality assurance mechanisms are thorough. Publicity, although it supplies the required information, is not easy to navigate and uses unsuitable language at times, both in general and about teachers' qualifications.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The campuses used for English teaching are modern, in the case of Bangor relatively modern, well-designed buildings fit for the purposes they are put to. The facilities they contain for study and relaxation are excellent. Classrooms and public areas are light, airy and spacious.

R2 The state of cleanliness and repair was excellent throughout.

R3 Classrooms are large, especially given the maximum class size allowed for ESOL courses, well-equipped and furnished in a way that allows flexible use. They are quiet and well heated and ventilated.

R4 There is adequate room for relaxation and food is available from at least one outlet at each campus at reasonable cost.

R6 There are staff rooms at the various campuses with a good number of computers and work stations. Given the need for staff to work, in most cases, at more than one campus, hot-desking is the norm.

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 checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The ESOL classes use the City and Guilds (C&G) International ESOL levels and materials. There are also supplementary course books and other materials and textual, audio and video materials on the intranet.

R8 The teachers have access to reference and methodology materials and to facilities and materials for producing and reproducing materials for classroom use.

R9 The educational technology present in all classrooms was well-maintained and was used confidently and well by the teachers.

R10 The three campuses visited all had large learning resource centres (LRC) equipped with study positions, computer workstations and print and online resources.

R11 Students are taken to the LRC in their campus during their first class and are shown what it contains and how it can be used.

R12 Review and development of learning resources is included in the course review cycle and has a section in the

Self Evaluation Report (SER) that is drawn up at the end of each course.

Resources and environment summary

The provision meets the section standard and exceeds it in some areas. The college campuses are relatively new and are in good order with well equipped and maintained classrooms. The resources are adequate and resources for self-study are excellent. *Premises and facilities* is an area of strength. Overall the resources and environment support the ESOL teaching and learning.

Teaching and learning

Academic staff profile

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

T2 Of the six teachers deployed during the week of the inspection, half were TEFLI and half were TEFLQ.

Academic management

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

Comments

T6 Teachers are allocated to courses on the basis of the academic manager's knowledge of their skills and of their own preferences.

T7 At the time of the inspection all ESOL classes were taught in two evening classes per week, rather than once a week, as a result of feedback from previous cohorts of students.

T8 Cover for absent teachers is provided by other teachers who are on the part-time register held by the college.

T9 Students are not enrolled continuously.

T10 The academic manager covers, and visits, all the campuses where ESOL is taught on a regular basis. All teachers, regardless of where they teach, regularly visit the Lisburn campus. Support is available to teachers in both cases and the academic manager is on permanent call; teachers in the focus group felt well supported. Other sources of support include the course and teachers' handbooks and standardisation meetings to help teachers agree on what constitutes a given level of student performance.

T11 Teachers are observed soon after employment and then at least once annually. Observations, though sometimes brief and informal, are followed up orally and in writing.

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

T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Course design and the, now standardised, schemes of work (SOW) for each course are based on the C&G syllabus specifications for each CEFR level.

T13 Planning for the following year's programme starts in February each year; this includes additions and amendments that are to be introduced. The end of year review, incorporating teacher and students' feedback starts in June and culminates in the SER for each course.

T14 There are two versions of each SOW, one in simplified language for students on the college virtual learning environment (VLE), and an un-simplified version for staff on the college intranet.

T15 Students are coached in the use of their zone on the VLE.

T16 Interaction with the community is achieved by sending out students on various types of information retrieval exercises and by bringing the community into the classroom in the person of representatives of local organisations such as the police and volunteer groups.

Learner management

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

Comments

T17 There is a three phase placement procedure. Students are interviewed, complete a short piece of writing and do an online multiple choice grammar test. There is then a two week period when students can be moved if their placement was not suitable; teachers reported that this was rarely required.

T18 Progress is tested after every unit (some 16-18 hours of class time). There is also a mid-course test and finally a mock exam before the C&G exam that all ESOL students study for.

T19 Publicity informs students, and they are reminded on the first day of their course, that there is a final exam.

T20 Assessment criteria and procedures are detailed in the course handbook and on the VLE.

T21 Course reports are being issued automatically from the academic year 2014-15. They include a number of can-do statements that can be ticked or deleted and a space for the teacher to add comments.

T22 Advice is given by staff at the careers desk at each campus where there are prospectuses for UK universities and guides on dealing with UCAS and making applications, as well as full information about the range of courses available at SERC.

Classroom observation record

Number of teachers seen	4
Number of observations	5
Parts of programme(s) observed	ESOL classes and a Japanese closed group.

Comments

The first sessions of the ESOL courses were taking place at the Newtownards and Bangor campuses during the evening of the first day of the inspection. One inspector visited each campus; each teacher could therefore only be observed once. English classes for the Japanese group were taking place the following morning at the Bangor campus so both inspectors were able to observe this teacher. Neither the academic manager nor the sixth teacher, both included in the teacher profile, were teaching during the inspection.

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 checked="" 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 Knowledge of linguistic systems was generally sound and modelling was accurate. In some cases, however, there was distortion of natural features of speech when individual syllables or words were emphasised.

T24 Teaching was generally suitably adapted to the level of the students, but in one case the teacher was not able to grade language to the level of students. Teachers acquired the names of their students quickly but as three of the five segments were of classes that had just started it is not possible to comment on differentiation.

T25 Course objectives were taken into account in most lesson plans and learning outcomes were usually stated.

T26 Given the very early stage of the course in the majority of the observed segments, it is difficult to comment fully on actual coherence, but the lesson plans did envisage coherent sequences. What was being taught did appear to be leading towards stated learning outcomes.

T27 Classrooms were well equipped and the resources were used well. Writing on standard whiteboards was legible and they were well zoned. Useful and unobtrusive use was made of the data projection facilities. There was one photocopy with its source unacknowledged.

T28 A wide range of techniques was used. In the classes that had just started, games and puzzles were suitably used as initial activities and ice breakers. There was some pronunciation work with, in one case, back chaining with chorusing and then individual repetitions. There were many opportunities for practice except in one class where there was only a limited amount of single word practice and none at sentence level. The emphasis in this class on providing a comfortable and unchallenging environment coupled with too much teacher talking time left students passive and inactive with no chance to use language beyond one or a few syllables. This approach seemed to set out to entertain students rather than teach them. Nomination was good even though it was the first lesson for the ESOL groups. There was some good, contextualised vocabulary teaching; some, however, was poor with frequent 'Can you tell me ..Does anyone know what x means?' questions.

T29 Instructions were generally clear and were usually checked except in one class where they were incomplete and unchecked. Time limits were set well and students were engaged. Rapport was very good, surprisingly so in some of the classes given that it was the first lesson of the course.

T30 Teaching was as sensitive to individuals as the early stage of the course permitted and the learning atmosphere was generally good.

Classroom observation summary

Overall the teaching observed met the requirements of the Scheme. Although a limited amount of the teaching was unsatisfactory, most of it was either good or very good. Plans were detailed; knowledge of linguistic systems was sound; many productive teaching techniques were seen; classroom and resource management was good; and students were engaged.

Teaching and learning summary

The provision meets the section standard. The academic staff profile is good and the academic manager is suitably qualified and experienced. Now that she has been in post for over a year, teachers are well supported and schemes of work are being standardised. Course review mechanisms are well developed and *Learner management* is an area of strength. Overall, the teaching 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W1 The security of the campuses visited is managed by an external company, and there is CCTV and a duty manager on call at all times. Staff undergo regular training in health and safety, and safety issues are covered in student induction sessions. Regular fire drills are carried out and the first aid provision is excellent. However, although some parts of the buildings are accessed only by key cards, and staff wear college ID, there is no check at reception on people coming into the building. Visitors are not required to sign in/out, and students do not wear any college ID.

W2 The provision for pastoral care is very good. All students have access to college support services including counselling services, a learning support team and a SERC Extra team who follow up issues relating to student motivation. These services are introduced to students at their induction and teachers can refer students if they feel there is cause for concern. The member of staff responsible for pastoral care of the closed group of Japanese students has extensive experience of their culture and language.

W3 ESOL students attend college only once or twice a week and their teacher is their referral point for pastoral issues.

W5 ESOL students are given a list of contact numbers with 24 hour access to members of staff in the English department. They also receive the number of the counselling service.

W6 All ESOL students live in the local community; the college does not arrange transport for students.

W8 The college provides access to a range of local health services with advice on payment if and when necessary.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college does not arrange accommodation for its students. The closed group of eleven Japanese students was staying, as every year, in a guest house, about 10 minutes from the college; this accommodation is organised by the course co-ordinator, who is not a member of the ESOL department staff. One inspector visited the guest house, which offers appropriate services and facilities.

Accommodation: all types

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

Comments

None.

Accommodation: homestay

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

W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 If students need help in organising accommodation, the ESOL team can provide a list of accommodation options approved by the Northern Ireland Tourist Board.

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 type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W27 The college does not offer a leisure programme for the ESOL students.

W28 The leisure programme for the closed group of Japanese students is organised by the course co-ordinator. Risk assessments are in place.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care and information are met. The college does not arrange accommodation for ESOL students, and no leisure activities are organised.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The minimum age for enrolment on ESOL courses is 18. However, during the 2013/14 academic year a few students aged 16 or 17 were enrolled.

C2 All college staff receive regular training in safeguarding as the minimum age for enrolment on non-ESOL courses in the college is 16.

C6 ESOL students live in the local community with their own local support network, and attend the college only once or twice a week.

Care of under 18s summary

The provision meets the section standard. Although the minimum age for enrolment on ESOL courses is 18, occasionally students under 18 are enrolled. There is appropriate provision for the safeguarding of students under the age of 18 within the college.

