

Organisation name	The Sheffield College
Inspection date	15-16 October 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 the Sheffield College in October 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 www.britishcouncil.org/education/accreditation for details).

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

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

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

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	October 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	July 2012
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	General Further Education College
Other accreditation	N/a

Premises profile

Address of main site	Granville Road, Sheffield S2 2RL
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	Hillsborough College: Livesey Street, Sheffield S6 2ET. As needed, English language support classes are run at this site. There were no student groups for EFL at this site at the time of the inspection. Norton College: Dyche Lane, Sheffield S8 8BR. As above, there can be occasional groups of students for English language support at this site but there were no such groups at the time of the inspection.
For inspectors' use: profile of sites visited	The Granville Road site is a modern, well-resourced centre, with an extensive central atrium providing access to all floors and with some social seating for students. The site is located within a 10-minute walk from Sheffield train station. Most teaching rooms are located in the Tower which is served by both lifts and stairs. Entry to the college is very secure, as all staff and students can only gain access through their ID card. Visitors must report to reception prior to gaining access.

Student profile

	At inspection	In peak week (July) (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	99%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	87	145
Full-time ELT (15+ hours per week) 18 years and over	70	65
Full-time ELT (15+ hours per week) aged 16-17 years	17	80
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
Minimum age (including closed group or vacation)	16	16
Typical age range	16-46	16-46
Typical length of stay	6 months	3 weeks
Predominant nationalities	Japanese, Cypriot, Libyan	Japanese, Cypriot
Number on PBS Tier 4 General student visas	1	0
Number on PBS Tier 4 child visas	16	20
Number on student visitor visas	55	20
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	11	15
Number teaching ELT under 10 hours/week	6	
Number teaching ELT 10-19 hours/week	4	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	2	

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)	8
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	
Total	11

These figures include the academic manager(s)

Comments:

Two of the TEFLI teachers have each completed two modules of the Cambridge DELTA.

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 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

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	3	16

Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
<i>Staying with own family</i>		
<i>Student's own arrangements</i>	67	1

Introduction

The Sheffield College provides vocational, academic and higher education courses for over 20,000 students and attracts students from over 50 different countries. The college has five different campuses across Sheffield – Sheffield City College, Hillsborough College, Norton College, Peaks College and The Sheffield College of Applied Engineering. EFL provision is based primarily at Sheffield City College, with some English support classes running on a small-scale at Hillsborough College, although no EFL provision was running at Hillsborough College at the time of this inspection.

The Department of ESOL and EFL runs general English classes in the mornings with a focus on skills development and offers a choice of exam preparation classes for Trinity or Cambridge exams, IELTS classes and further skills development classes in the afternoons. Students study up to 21 hours per week. Exam fees are included in the course fees for any student enrolled for six weeks or more. General English classes are offered at beginners, pre-intermediate, intermediate, upper intermediate and advanced levels. Some students do English Plus, particularly in the vocational fields of hairdressing and catering, and such students in-fill into the morning General English provision alongside attending their chosen vocational courses. Students can start English courses on any Monday throughout term time for a minimum of two weeks stay. Students can book one-to-one speaking lessons at any time in the academic year. Every year a group of 16-17 year old Japanese students integrate with the adult provision. Apart from this group, there are very few individual bookings for students under 18.

The current head of international had previously managed the EFL provision up to March 2014, at which point a deputy head of school was appointed to take over the line management of all EFL staff. The transition period has gone smoothly, and this has enabled the head of international to focus on her college-wide strategic role, with a view to developing both English Plus and a Foundation Year, in consultation with relevant college departments. The Foundation Year will lead to a formal Level 3 qualification and may be in a wide range of subject areas. English Plus does not lead to any formal qualification and the main subject is EFL, built around the student's choice of vocational subject. It is hoped to expand the EFL provision to include such programmes from 2015/16.

The inspection lasted two days and inspectors held meetings with the principal for the Sheffield City College site; the assistant principal for the Sheffield City College site; the assistant principal, quality and learning enhancement; the assistant principal, student services/support; the marketing brand manager, the registry manager, the head of international, the director of human resources, the teaching, learning and assessment manager, the business support manager, the head of department for ESOL and EFL, the deputy head of department for ESOL and EFL; the curriculum leader for EFL, a focus group of teaching staff, including four members of the personal tutor team for EFL, two international administrators from the international office and the wellbeing and fitness coordinator.

Inspectors also held a focus group with student representatives from the EFL course, and one inspector visited three homestay hosts.

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 checked="" 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 type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 head of department oversees both EFL and ESOL provision. In terms of EFL staff line management, however, since March 2014, the deputy head of department has had operational oversight of EFL and line manages all EFL staff. Both tutors and students are very clearly aware of the management structure and regular meetings ensure staff are kept well informed. Information for students presents the department structure clearly and students know who to contact regarding any queries. The induction of the deputy head of department has been thorough, and she participates in fortnightly senior management meetings.

M4 Regular meetings both at team level and at senior management level ensure good communication flow both within the EFL team and between the EFL team and the wider college community. The fact that the deputy head of department attends fortnightly senior management meetings to discuss operational issues enhances communication, as key issues affecting EFL can be reported to senior management and key issues can also be reported to the EFL team.

M7 Thorough induction procedures are in place for all staff, as evidenced and reported by the recent induction for the deputy head of department, and as reported by teaching staff. Induction is both team-based including shadowing of key staff, and college-based so as to ensure staff are aware of college procedures and policies, pertaining to resources, teaching, learning, assessment, student support and quality assurance. The procedures are supported by a detailed checklist.

M8 The personal development review process applies to all staff and provides a robust and supportive appraisal process which clearly feeds into continuing professional development (CPD) planning, course planning and review and timetabling. The process identifies areas for improvement and notes areas of strength and significant achievements. Targets are set and reviewed throughout the year by staff members and their line manager. Student feedback and regular observations inform the management of performance.

M9 The appraisal process clearly identifies individual staff development needs and also feeds into the planning for three local development days where all the team work together on CPD activities that are of particular relevance to their development needs. All teaching staff are observed several times throughout the year, and the majority of these observations are developmental in focus, identifying areas for improvement and feeding more widely into team development planning. Staff can apply for funding to undertake external courses. The deputy head of department is getting funding from the department towards completion of her DELTA. When staff attend external events there is an expectation that they will cascade key points to other team members.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 Pre-arrival course information is clear and written in accessible language. While studying at college, the team of advisors can provide students with detailed information about college provision across a wide range of subject areas.

M12 Enrolment procedures are responsive to students' needs at all stages of the process. The internal college database is well maintained and all interactions with students are logged. Student feedback attests to a positive enrolment experience.

M13 All student records sampled were detailed and complete, and key information is easily accessible by the personal tutor team, as well as by international administrators. There is clear evidence that student records are regularly updated.

M14 From their first day at the college, students are given clear, accessible information on why attendance and punctuality are important. Close working relations between the international office and the personal tutor team complement prompt follow-up when students are absent from class. Absences are handled with appropriate sensitivity and awareness of students' circumstances.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The annual review process, leading to production of departmental and college-wide self-assessment reports drives the process of continuous improvement and leads to a comprehensive quality review cycle throughout the academic year. External and internal observations of teaching and learning feed into this process, as does the staff appraisal procedure. The college has set up a Student Voice process, through which course representatives feed into course improvement, through feedback on the provision.

M18 There are termly focus group meetings with students, and a student representative is invited to attend EFL team meetings, with a view to providing feedback. Initial and exit feedback forms are supplemented through a network of other processes used to gather student feedback. In addition to the use of student focus groups, the regular meetings with personal tutors provide ongoing opportunities for student feedback to be obtained, and acted upon, and through the student representatives, student input into course and department annual review processes is assured. There is ample documentary evidence to show that student feedback is a key factor in how the EFL team seeks to improve the effectiveness and quality of the EFL provision. There are both formal and informal mechanisms through which students are kept informed of actions taken in response to student feedback.

M19 There are regular formal and informal feedback mechanisms for staff, including an annual staff survey, the annual personal development review (appraisal) process, three team development days over each academic year and regular team meetings where staff feedback is minuted and actions taken in response to staff feedback are reported. The college intranet also provides a range of resources for staff to feed back to the college on services and developments.

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 type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Management summary

This provision meets, and in some areas exceeds, the section standard, as the management of the EFL provision clearly operates to the benefit of its students and staff. *Staff management, Student administration and Quality assurance* are areas of strength. The management of the provision operates in accordance with its 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 All classrooms are spacious, and facilitate student and teacher movement. The tower block where classrooms are located is well served by three lifts. The college provides ample space for students outside class time, both inside the main building and in external areas.

R2 The premises are purpose-built to a very high standard so as to facilitate staff and student engagement in teaching and learning. Décor is well suited to a teaching and learning environment with colour coding used on each floor and for each area. The college premises are maintained and cleaned regularly to a high standard, ensuring all facilities are in a good state of repair.

R3 All classrooms are well-lit, spacious and furnished to facilitate teaching and learning with integrated smart boards, a networked PC, projection facilities and audio equipment. The EFL team have first call on designated rooms, all of which are within a specific area of the teaching tower block. This enhances a sense of a distinct EFL provision, making use of its own facilities within the constraints of a large college.

R4 City Diner provides indoor and outdoor seating and a wide range of hot and cold food and drinks throughout the day. This catering provision is supplemented by 'Grab and Go', a service provided by the college catering students, who both prepare the food and serve it. Both of these food outlets offer food and drinks at accessible prices. Student relaxation areas are spread around the central atrium area. The learning resources centre also provides ample space for students to relax, with ample seating areas on all floors, not all of which are specifically designed for study purposes.

R5 Clear, consistent and frequent signage and informative notices, alongside colour-coded floors and rooms, ensure visitors can easily find their way around the premises. Notice boards are visually attractive, and very informative, displaying clear, up-to-date information on events and services in college and in the surrounding area.

R6 The staff room is shared by EFL and ESOL staff, but it is clear that there is easy access for staff to retrieve information both in paper form and through the intranet and shared drive.

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

Comments

R9 There is a very good range of educational technology available and in use in the classrooms, including smart boards, and integrated networked PCs with easy access to teaching and learning resources on the shared drive. The college provides a range of training for teaching staff to promote the effective use of ICT resources for teaching

and learning. All students and staff are able to access Wi-Fi throughout the college, enabling use of smart phones or tablets to access resources as needed. Prompt on-site technical support is available to all staff as needed.

R11 At induction, students are introduced to the facilities available in the learning resources centre (LRC) and this is supplemented through visits to the learning resources centre led by personal tutors and with input from appropriate LRC staff. Students are encouraged to use the wide range of readers and graded readers, and this is promoted further through participation in book/reading clubs, supported by key staff members from the LRC.

R12 Annual course review and self-assessment processes feed into an ongoing review of resources for teaching and learning. Minuted discussions of resources are a regular part of EFL team meetings, and actions are recorded. There is clear evidence of the systematic allocation and deployment of a resources budget both at department level and also in liaison with the LRC, so as to ensure learning resources in the LRC are updated regularly.

Resources and environment summary

The provision meets and in some areas exceeds the section standard. Both the learning resources and the wider learning environment within the college support and enhance the English language studies of students in the department, and staff benefit from an appropriate professional environment. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T4 This criterion is not met. At the time of the inspection, neither of the two members of the management team was TEFLQ. The head of department has a range of qualifications in management and in TESOL but does not hold a Level 6 TESOL qualification. The deputy head of department is TEFLI but has successfully completed two modules of the Cambridge DELTA.

T5 Rationales were presented to the inspectors for both the head of department and the deputy head of department. These were considered and accepted by both inspectors.

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

Comments

T8 If a teacher cannot come in to teach, he/she phones the college before 8:30. The deputy head of department is able to cover if needed, and she is on-site daily. She works from a list of potential cover staff and engages a cover teacher on a short term contract if at all possible. Inspectors observed this cover system in operation during the inspection when a teacher's sickness absence was covered through a combination of a contracted cover teacher, and the deputy head of department.

T10 The personal development review (appraisal) process identifies areas for improvement and development and enables management to plan, in consultation with the staff member, how best to support their development. The college provides a wide range of CPD opportunities, including local development days for teams every term, which afford the opportunity to plan content around team members' needs. Development observations note areas for

improvement and feedback is detailed and sensitive to individual needs. Teachers reported high levels of satisfaction with the support they receive from their line manager, the deputy head of department. There is financial support available to help some staff upgrade their qualifications and also to enable some staff to attend external events/conferences, with a commitment to cascade key content to colleagues on return.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 There is a range of formal documented review processes, including annual course review, local team development days and teacher meetings. Regular personal tutor contact with all students ensures the student voice is listened to and feeds into course planning. Through these processes, course content and delivery is regularly reviewed in response to student needs.

T14 Written course descriptions, both in publicity and in the course information for students, cover all aspects of the courses, and there is clear evidence that weekly schemes of work are regularly reviewed and adapted in response to student learning needs. Course outlines include key information for students on the frequency of testing and on access to personal tutors.

T15 Detailed schemes of work include many examples of study and learning strategies both for general English and for the skills/IELTS classes. Frequent contact between students and their personal tutor provides ample opportunities for students to receive individual guidance on developing effective study and learning strategies.

T16 There is systematic integration of the wider local environment in the student learning experience through an active leisure programme, conversation clubs, project work in afternoon skills classes, and a book/reading club in collaboration with the LRC.

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 checked="" 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 checked="" 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

T18 All full-time students have a personal tutor and students have many opportunities for one-to-one individual tutorials with their tutor. Tutorial records for each student are detailed, comprehensive and record progress and areas for improvement; clear target setting in line with student learning needs is part of this tutorial process. There are termly progress tests, covering the course content and these are used to determine whether a student can, or should, progress to a higher level, in conjunction with feedback from personal tutors.

T21 All students get detailed and comprehensive academic reports each term on their progress, drawing on input from tutorials and meetings with personal tutors, alongside progress in class.

T22 Careers advisors in the LRC give comprehensive advice and guidance on choice of university course, suitability and how to apply. Personal tutors help students prepare personal statements for UCAS applications and key staff from local universities come into the college to give talks to EFL students. Individual personal tutorials will, as needed, be devoted to the UCAS process for those students who wish to pursue this.

Classroom observation record

Number of teachers seen	11
Number of observations	14

Parts of programme(s) observed	Morning General English classes and afternoon core skills and exam preparation options, including IELTS preparation class.
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Comments

Inspectors observed all teachers, and three teachers were seen twice, as they were teaching on different parts of the programme. Inspectors saw segments of lessons at elementary, pre-intermediate, intermediate and upper intermediate levels. In addition, inspectors also observed segments of lessons from the afternoon IELTS preparation classes and core skills and exam preparation classes.

One inspector also did a 10-minute observation of a lunchtime conversation class, which only had one student in attendance. This observation is not listed in the above table, as it was not part of the original planning and simply enabled inspectors to gain a snapshot of this additional voluntary provision to which students can sign up should they so wish.

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 lessons had many examples of teachers modelling pronunciation patterns including a focus on individual words and also connected speech. Explanations to students often included a range of relevant and memorable examples, modelled clearly by teachers. Board work often included stress marking, and appropriate use of phonetic script. In weaker lesson segments, teachers were reluctant to model examples of language.

T24 Most lessons showed teacher awareness of individual's strengths and learning needs, and built on sensitivity to learners' pace of learning and need for extended practice, using a mix of individual, pair and group work. In most lessons there was also clear evidence of teachers' awareness of potential L1 interference and account was taken of non-Roman script learners' needs, through a mix of visual prompts and use of phonetic symbols. Group work in most lessons built differentiation into the design of group tasks, enabling stronger students to work on more challenging tasks. Weaker lesson segments showed limited awareness of individual learners' needs and teacher language was sometimes ungraded and in danger of losing students' attention to the learning tasks

T25 Lesson plans all identified clear learning aims, with movement from familiar material to new, unfamiliar material and with awareness of potential difficulties. For the better lesson segments, there was detailed awareness in the lesson plan of the overall class profile and practical strategies to engage learners in active learning tasks.

T26 Most lessons were appropriately staged, with built-in variety and supplementary supporting materials used to set up timed activities as part of a coherent flow of activities. In most lessons there were many examples of appropriate concept checking with awareness of learners' needs. Weaker lesson segments showed limited coherence in the way teachers moved from one activity to another, and sometimes seemed overly dependent on course book content.

T27 Most lessons provided ample evidence of teachers' ability to control and optimise the teaching and learning resources in the classroom, making engaging and imaginative use of technology and appropriate realia to support learning activities. Wall and board space were used effectively in most lessons where student movement was facilitated through effective reconfiguration of classroom furniture. Most lessons provided many examples of the confident use of a range of colourful and professionally presented materials to engage students and to extend the content of the course book. Weaker lesson segments adhered too rigidly to the course book, and showed limited ability to make creative use of available resources.

T28 Most lessons provided extensive evidence of teachers' ability to use a wide range of techniques with confidence and enthusiasm, engaging students in a variety of learning tasks. Most lessons made extensive use of elicitation, often purposefully making use of student input and feedback to move the lesson forward, or to peer teach. In most lessons concept checking was frequently used as were both peer and self-correction techniques, and there were many examples of principled and consistent error correction, much of which was student-led. In weaker lesson segments teachers provided little or no feedback to learners, seemed to have a limited tool kit of techniques to draw on, made limited use of student input, and teachers would often resort to simply talking and telling, leading

to an excess of teacher talking time.

T29 Most lessons provided a good, appropriate mix of teacher talk and student talk, and evidenced effective use of nomination to ensure as many students as possible were engaged and were afforded an opportunity to provide input. Teachers in most lessons used a wide variety of activities ranging from individual work to pair or group work, and activities were usually clearly timed, providing a clear focus for students to complete the tasks. Most lessons provided good examples of effective strategies to limit the use of students' first language, and teachers were clearly able to provide clear, understandable instructions to ensure students always knew what they were doing and why. Teachers in weaker lesson segments gave overly rapid instructions, and students were sometimes not aware of what they needed to do. Weaker lesson segments provided limited examples of nomination, and teachers failed to allot a time limit to tasks, which often led to students not knowing what they were supposed to be doing.

T30 Students were totally engaged in most lessons, as the teachers matched activities to students' learning styles and personal interests. The teacher was clearly very familiar with individual students' backgrounds, interests and learning needs and used this knowledge to ensure all students in the group were actively engaged in learning tasks. In most lessons, visual, auditory and kinaesthetic learning styles were catered for, through an appropriate variety of activities. In weaker lesson segments, teachers focused on a limited number of students, and there were clear signs that the majority of students were not interested or engaged in the activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and students' learning needs were clearly addressed. Most of the segments observed were of a very good or excellent standard, and these lesson segments provided ample evidence of very effective use of resources to engage students in a wide range of appropriate learning tasks, with variety, sensitivity to learner needs and a clear focus on learning objectives; however, some were only satisfactory. Rapport in lessons was very positive, and better teaching made use of this rapport to facilitate and support student interaction and group work, and teachers integrated meaningful models of language in use. Weaker segments provided more limited evidence of effective student interaction, limited awareness of students' learning needs and some examples of somewhat excessive teacher talking time.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. Teachers are appropriately qualified and receive good support and monitoring to encourage and develop their teaching practice, through provision of both department-led and college-wide CPD activities and easy access to the academic manager. *Course design* and *Learner management* are areas of strength. Teaching, overall, meets the learning needs of the students and courses are managed for the benefit of the 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 checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The college has a comprehensive series of procedures to ensure safety and security. All students and visitors are required to wear badges which act as swipe cards; without a swipe card there is no entry. There are CCTV cameras in strategic places inside and out of the building with security guards who supplement staff on the front desk. Risk assessments for the building are in place; fire drills are carried out and recorded; first aid assistance is coordinated through the front desk as is the accident log and all electrical equipment sampled had been PAT tested. Students and staff are well briefed, both through induction, in handbooks and posters about all aspects of safety. W2 There is an extensive network available to support all aspects of a student's stay. Support contact is triggered by the personal tutors who are then instructed to contact the relevant provider of support. In most cases this is usually the staff in the international office. There are two prayer rooms – one for each sex. Information provided to

students is comprehensive in the student handbook, through induction and through posters throughout the college.
W3 Students are provided with contacts for different purposes, personal as well as practical.
W4 The student and staff handbooks deal extensively with harassment of all kinds and how to deal with it. Again, this awareness is emphasised throughout the college through posters on most notice boards.
W5 The emergency numbers are stated in pre-arrival information and the student handbook as well as on a bracelet which incorporates a memory stick worn by students. The international students' emergency number is serviced by only two of the staff in the international office on a 24/7 basis.
W6 There is perfectly adequate information about airport to Sheffield transfer in the pre-arrival information.
W7 Induction, both verbal and written documentation, is extensive, thorough and carefully phrased.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college only offers homestay. It does provide students with the names and contact details of four residences in the publicity but does not recommend any single one nor take responsibility for them. It has, however, carried out informal inspections on each of these. Records of the contact between the residences were seen. Because the college takes no responsibility for arranging accommodation in residences, the inspectors took the view that W22 and W23 were not applicable.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

W9 Information to the homestay hosts clearly states what is expected in the way of accommodation. Each of the three homestays provided a welcoming and pleasant place for students. One inspector spoke to two of the students who happened to be present at their homestays and who spoke enthusiastically of the hosts' provision.

W10 The international office has an effective checklist for homestay inspections. All records sampled showed that gas safety certificates had been obtained and recorded. All three homestays produced evidence that they had them and that the college had asked for them. Homestays are informed of the need for risk assessments and the international office is in the process of obtaining copies and recording them.

W11 Records sampled clearly showed the date when homestays should be re-inspected. Records sampled showed that homes had been revisited within the two year period.

W13 Letters to students now give both the transfer possibilities from airport to Sheffield and a brief profile of the hosts. Hosts are expected to brief students on bus or tram transport to college.

W14 Feedback is obtained early through a questionnaire as well as verbally through the induction process when students are urged to inform the international office of any problems.

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 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 Homestay information provided to the hosts is comprehensive and thorough. This includes all the payment conditions, the criteria items, as well as rules and advice on how to deal with international students.

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

Comments

W24 Students are not made explicitly aware of the implications of living in accommodation other than that arranged by the college although they are encouraged to opt for homestay.

W25 The college provides advice with enquiries about leases, council tax and other issues that students may encounter when entering into accommodation agreements.

Leisure opportunities

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

Comments

W26 Great efforts are made to provide information to students of the opportunities both in and out of college. There is a wealth of advertised activities; the international teaching staff provide a weekly programme of modest but useful and interesting activities geared to maximising exposure to English; the international office organises three excursions per term to different cities or other places of interest outside Sheffield; the student involvement officers and the students' union are also tasked with maximising the integration of native and non-native speakers. There are a variety of sporting activities available through the college and one or two are specifically geared to international students. Proposals have been made to appoint a specific representation for international students, although this has not yet been ratified.

W27 Teachers organise other excursions, local trips and activities as deemed appropriate or as requested. In an average week there are at least four events to involve students.

W28 Risk assessments are carried out for all excursions and trips out of the college; samples of these were seen and were adequate for the purpose; all excursions are low risk. Teachers are provided with phones and information needed to ensure the safe conduct of the excursion.

W29 All sporting activities are supervised by trained staff employed specially by the college and there is a trained supervisor for the sports hall on duty whenever students are present.

Welfare and student services summary

The provision meets and in some respects exceeds the section standard. *Care of students* is an area of strength. Accommodation systems are effective and information to both students and hosts is comprehensive. *Leisure opportunities* is a strength and all systems work 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 type="checkbox"/>	<input checked="" 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 checked="" 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 There is a clear safeguarding policy in place, although inspectors were shown a draft of a new version which is still under discussion. There is information about the procedures in the students' and teachers' handbook and it is dealt with during induction. All staff are cleared through the DBS process.

C2 All staff have been made aware of the procedures through the existing college channels. There is a clear description available on the college website and which has been circulated to all staff, as well as being in the staff handbook. There are posters in several prominent locations giving the names and photos of staff. In addition, homestay hosts have been aware of the importance of the policy.

C3 This criterion is met but more detail would enhance what is in fact a high level of support.

C4 All aspects of this criterion are met before applicants are called for interview.

C5 All existing staff records sampled showed that all had been through the DBS process. All homestay records sampled showed the same.

C6 The leisure programme as it exists, while entirely suitable in itself, does not effectively cover the unsupervised period between classes and the time students are expected at their homestay. The only check on this depends on the student being in touch with the homestay to say where they are and what time they will be home.

C7 Most aspects of this criterion are met: students are provided with a packed lunch, hosts are made aware of the rules, under 16s (only accepted in closed groups) are not lodged with over 18s, but there is only a suggested curfew not a mandatory one.

Care of under 18s summary

The provision meets the section standard. The college is assiduous in emphasising the importance of the safeguarding process and this extends to staff, homestay hosts as well as to students. Some aspects of out of class supervision require more consideration.

