

Organisation name	South and City College, Birmingham
Inspection date	11–12 March 2015

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited South and City College in March 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://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 (18+).

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

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

## Organisation profile

Inspection history	Dates/details
First inspection	November 2007
Last full inspection	November 2011
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	ESOL provision, CELTA
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## State sector

Type of institution	Further Education College
Other accreditation	N/a

## Premises profile

Address of main site	Digbeth Campus, High Street Deritend, Digbeth, Birmingham B5 5SU
Details of any additional sites in use at the time of the inspection	Fusion Centre, High Street Deritend, Digbeth, Birmingham B5 6DY Fusion 2, 334-339 Bradford St, Digbeth, Birmingham B5 6ES
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The Digbeth campus and the Fusion centre are located a few minutes walk from each other on a busy main road close to the city centre. Fusion 2 is on the other side of the same road, directly opposite the Fusion centre. The majority of EFL classes take place in the Fusion sites.</p> <p>Digbeth is the largest facility, with a canteen as well as a coffee bar, a common room and gym. The international office is located here as well as student services and the offices of the principal and senior management team members. There is also a range of meeting and teaching rooms on four floors.</p> <p>The Fusion centre incorporates the female-only women's hub. In addition to classrooms and staff offices, there is a small reception and relaxation area with a coffee bar.</p> <p>Fusion 2 is specifically for ESOL students, and EFL students also have most of their classes here. There is no coffee bar, but a common area for relaxation at the entrance, with a small lending library. The majority of rooms are teaching rooms, and there are two large staff rooms as well as staff offices.</p> <p>All three sites have appropriately located male and female toilets as well as prayer rooms.</p>

## Student profile

	At inspection	In peak week February (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	80%	80%
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	36	40
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	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	36	40
Minimum age (including closed group or vacation)	18	18
Typical age range	18-51	18-51
Typical length of stay	5.8 months	7 months

Predominant nationalities	Saudi Arabian, Libyan	Saudi Arabian, Libyan
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	36 including dependant	40
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	6
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10-19 hours/week	3	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	6	

### Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>6</b>

These figures exclude the academic manager(s)

Comments
None.

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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
General English is offered at three levels: lower, middle, and upper with IELTS preparation.

## Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	18	N/a
Staying in privately rented rooms/flats	18	N/a
Overall total adults/under 18s	36	0
Overall total adults + under 18s	36	

## Introduction

South Birmingham College merged with City College Birmingham in 2012 to become South and City College Birmingham. The college provides courses and training to around 13,000 students and has ten campuses and centres across Birmingham.

All EFL is taught at the Digbeth campus and the two Fusion centres; these three sites form a cluster close to Birmingham city centre and are within short walking distance of each other.

EFL forms part of the skills for life (SfL) division alongside the college's significant ESOL provision. Teachers gain in terms of both pedagogy and resources by working across both programmes, but EFL and ESOL students are taught in separate classes. Current provision is relatively small but there are plans to gradually expand this, with an international foundation programme (IFP), due to start in September, initially with business and IT pathways. A pre-sessional programme is also being advertised to start in May. There are no current plans for summer school unless as an extension of existing provision through the summer months.

International students are currently able to study general English at lower, middle and upper levels, the last of which includes IELTS preparation (although in practice the middle level has also included some IELTS work). There are plans to offer the Cambridge suite of examinations as well.

The inspection took place over two days. Meetings were held with the principal, the vice principal, the assistant principal for international, the director SfL, the deputy director SfL, the deputy director international, three members of the international support team, the assistant director SfL, the director quality, the deputy director estates and facilities, the director HR, the centre manager Fusion centres, the director student services, the enrichment officer and one of the teaching and learning coaches.

Focus groups were held with students and teachers.

## 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 There are clear, well-connected management structures, with appropriate arrangements for cover and continuity. There is a strong shared understanding of roles and responsibilities in relation to international students, essential where a separate international office duplicates some college functions.

M4 Communications are comprehensive and positive; both staff and students in the focus groups felt well communicated with and had a good understanding of college policies, systems and opportunities. The college makes good use of a range of regular, minuted meetings with follow-up and action points, and there is regular informal day-to-day contact and interaction between key staff. Face-to-face communications are well supported by handbooks, bulletins and reminders, all of which are widely disseminated.

M7 Staff induction is clear and well organised both college wide and locally. There are checks and records to ensure that induction has taken place, as well as a handbook specifically written for agency staff.

M8 The college operates a robust and supportive appraisal procedure which sets targets, seeks to identify areas for improvement as well as achievements and is clearly linked to continuing professional development (CPD), observations and college improvement planning.

M9 Comprehensive and structured CPD systems are inclusive and balance college priorities with local and subject needs. Observations and appraisals are used, as well as college-wide quality improvement processes, to identify CPD priorities and guide planning. There are four college CPD days annually, and additional local sessions are supported and encouraged. Agency teachers are invited to all CPD sessions and paid to attend some of them. A team of specialised teaching and learning coaches is available for one-to-one sessions on a drop-in basis.

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

M11 A member of the team is positioned close to the main entrance at Digbeth to answer enquiries and deal with questions from current or prospective international students. This helps to catch the attention of those students who may not have visited the international office.

M13 Detailed student records are appropriately maintained and there are proactive systems for updating; students are reminded every two months through an automatic system and in person whenever they meet any member of the international team.

M14 The international team liaises with the curriculum team to capture, record and collate punctuality and attendance information, especially for Tier 4 students. Attendance is also tracked through the college's web-based electronic individual learning plan. In cases of absence, teachers alert the assistant director SfL who then follows up. The policy is clear but there was some lack of clarity around day-to-day implementation, for example where teachers' and the assistant director's responsibilities begin and end, and similarly how curriculum and international teams ensure that procedures for identifying, checking, following up and recording action are watertight.

## 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 checked="" type="checkbox"/>	<input 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 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 College review procedures are clear, widely understood and comprehensively implemented and recorded. There is an ethos of continuing improvement as well as structures to ensure its delivery.

M18 The college overall has an impressive range of well organised and widely advertised opportunities for students to give feedback. In addition, student surveys are carried out at induction and mid-year, with fairly high return rates overall, and results are collated, acted on and reported back to the student body in a variety of ways. However, surveys have yielded few responses from international students, very little feedback has so far been proactively collected on specific areas of their experience, and there are no systematic arrangements to ensure that early feedback from this group in particular is captured.

M19 There is a good range of opportunities for staff feedback, including regular surveys, and staff are encouraged to contribute their views. HR ensures that agencies obtain and share feedback from the staff they provide.

## 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 checked="" type="checkbox"/>	
M23 Course description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The website is the predominant medium, and the English language course guide, the international course guide and the international student handbook are all downloadable from the site as well as produced in print.

M22 In general, publicity sets up realistic expectations. A comment in the principal's letter on the website implies a better nationality mix than is the case and the reference elsewhere on the website to "regular tutorials" suggests a more formal system than is in place.

M23 Course descriptions do not exactly match the actual provision, partly because levels within the three classes open are somewhat fluid. Among other things, this means that the "beginners" level is likely to include a range of abilities and is unlikely to be appropriate for a true beginner.

M24 All course information is included and clear; a student testimonial mentions "small" classes, although the maximum class size is stated as 25, with an average of 16.

M26 The college does not provide, arrange or endorse any accommodation; however the significant amount of accommodation listed and described is slightly at odds with this.

M27 The website includes useful descriptions of places to see and visit in the area, although visits to these places are not arranged.

## Management summary

The provision meets the section standard and exceeds in some areas. Staff are well managed and there is a strong ethos of quality assurance and improvement. Students benefit from efficient administrative processes. Minor improvements are needed in publicity, and student feedback mechanisms require development. *Staff management*

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is an area of strength.

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

#### Comments

R1 All three sites provide spacious and well laid-out accommodation, with room for both students and staff to work and relax.

R2 All areas are well maintained, clean and in very good decorative order. Estates and facilities management is clearly structured, responsive and proactive.

R3 Classrooms and learning areas in all buildings, but especially in Fusion 2, provide a very comfortable and attractive learning environment. Classrooms are spacious and light with flexible furniture and comfortable ambience.

R4 Each site has ample space for students to relax outside class, and the Fusion centre has a coffee bar, while Digbeth has a larger canteen as well as a coffee bar. A range of hot and cold food and drink is available through these outlets, although students in the focus group reported that they would like more choice.

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

R8 Teachers keep their own set of materials and have access to online resources as well as a stock of materials housed in the staff rooms and classrooms. Students in the middle and upper classes have coursebooks and for the lower class teachers select and prepare materials. The stock of supplementary and photocopiable materials for EFL could be more extensive, especially as numbers grow and courses diversify.

R9 The College has excellent technology and makes very good use of it for educational purposes. All classrooms are equipped with smartboards and teachers have access to computers and printers. The college recognises the potential for the use of technology and uses it to support teachers – for example through virtual learning environment (VLE) support areas and resources – as well as students. Tablets are available for group work in class, smartboards link to tablets through an app, and student volunteers promote the use of tablets in college generally. Noticeboards around the college include interactive areas, where students can use mobile devices to access information from the display.

R11 The main library is in Digbeth, and contains a selection of ELT materials. Students in the focus group felt there were insufficient IELTS materials; it seems that these are very popular and frequently out on loan. A small lending library with adapted readers in the common area in Fusion 2 is very popular and clearly well used.

R12 Review and development of resources is built in to college quality improvement planning and processes. There are ample opportunities for staff to give feedback and make suggestions with regard to materials and resources, and requests are usually met.

## Resources and environment summary

The provision meets the section standard and exceeds it in one area. The college provides well managed facilities within premises of a very high standard. Learning resources are appropriate to the courses offered, and the level and application of technology is exceptional. *Premises and facilities* is an area 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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 The rationale provided for one teacher who did not hold a level 6 qualification was accepted in the context of this inspection.

T4 The assistant director SfL is the academic manager for both ESOL and EFL courses. She is qualified for a full-teaching role in ESOL.

### 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 type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T9 Late inductions are provided for individual students who may arrive any Monday. More could be done, perhaps through the teachers' handbook or the good practice pack, to ensure that teachers effectively integrate such students into existing groups.

T10 Teachers benefit from excellent support, at both college and division levels, and this was mentioned by teachers in the focus group. A wide range of varied CPD opportunities is available to them, both subject-specific and more broadly.

T11 Thorough, supportive and structured arrangements are in place for observation, which is ungraded, and constructively linked to appraisal and CPD systems.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 Schemes of work (SoWs) are produced by teachers for each course. These are based on coursebooks for the two higher groups, and on the teacher's own plan for the lower group.

T14 Teachers produce a breakdown of their SoW on a weekly basis for students.

T15 Independent learning is strongly promoted, through tutorials and individual learning plans (ILPs) as well as stand-alone courses and weekly links for independent study on the VLE.

T16 The deputy director international leads a regular conversation group, and visits to ESOL classes have also been trialled in order to provide opportunities for conversation and sharing of experience. However, SoWs do not include specific strategies, and as very few international students participate in enrichment activities, there is still work to be done to provide effective links with the world outside the classroom.

**Learner management**

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

**Comments**

T18 Students have regular tutorials and progress tests, and student progress is tracked through the web-based electronic ILP, which students can access from most devices, and which also includes attendance alerts through a traffic light system.

T19 Only IELTS is currently offered, although there are plans to introduce some Cambridge examinations.

**Classroom observation record**

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	all

**Comments**

There were six teachers timetabled for the week of the inspection, but only five actually teaching on the days that inspectors were present.

**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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Comments**

T23 Teachers generally demonstrated good linguistic knowledge and sound awareness. Some inappropriate models were provided and there was a lack of clarity in some explanations.

T24 Overall, teachers graded their own language well and appropriately. In isolated cases, this led to some unnatural language.

T25 Mostly detailed plans included differentiation opportunities and student profiles.

T27 Very good use was made of smartboards and, in one case, mini boards. In general, there was a lack of written linguistic information for student reference and records, in relation to, for example, phonemic script, stress patterns and parts of speech. In one case students' view of the board was obscured by the teacher.

T28 A good range of techniques was observed, including effective correction techniques and some pronunciation correction. Some choral repetition would have benefited from stronger modelling and there were occasions when prompts were needed in order to effectively practise and reinforce language. Opportunities for feedback on students' pronunciation were sometimes missed.

T29 Teachers made effective use of a variety of interaction patterns, and nomination, instructions and checking of instructions, timing and monitoring were used to good effect. Some classes were rather teacher centred at times, so that students missed opportunities to contribute, but overall students were very engaged in their classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from satisfactory to very good, with the majority good or better. Teachers demonstrated sound knowledge and a range of appropriate techniques, made good use of available technology and engaged students effectively. Some classes would benefit from more rigorous use of techniques for language practice, as well as additional linguistic information for student reference and more opportunity for students, rather than teachers, to speak.

### Teaching and learning summary

The provision meets the section standard. The staff profile is appropriate and provision is effectively managed, particularly with regard to teacher support and observation arrangements. Course design is appropriate, with excellent opportunities and frameworks for independent learning. Learner management is effective and makes good use of technology. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 very robust procedures for the safety and security of students including having clearly identified roles and responsibilities in this area at a senior level. Fitness and facilities staff, customer liaison staff, health and safety staff and police liaison staff work closely to combine security with customer service. There is a security guard in every building at the front of house yet the college maintains an open and friendly atmosphere. Regular fire checks, risk assessments and evacuation procedures are carried out and any incident triggers a review of risk. There is mandatory staff training on health and safety, safeguarding and fire awareness and students are given comprehensive and clear information on personal safety via noticeboards, the student handbook, the international guide and as part of student induction.

W2 Pastoral care is shared between academic staff, international office staff and student services and as international student numbers are small, individuals have high levels of support. There is a prayer room on each site.

W3 The international student helpdesk is located in the foyer of Digbeth campus and is permanently staffed. Students reported that they were well supported by the college and that there were a number of staff that they could go to for help and advice.

W4 The college anti-bullying policy appears in the student handbook and on the VLE.

W5 Students have a 24-hour contact number that is held by the deputy director of the international office. The college is currently reviewing how this responsibility can be shared in the event of an increase in international student numbers.

W6 The college provides information about transport from airports and can arrange airport pick-ups if necessary.  
 W7 All appropriate information is provided in the international student handbook in clear and accessible language.

**Accommodation profile**

Comments on the accommodation seen by the inspectors

The college does not provide accommodation but can provide students with lists of letting agencies and homestay agencies.

**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 The college provides lists of letting agencies and homestay agencies but support is limited. Students are not given advice on how to deal with landlords or the implications of tenancy agreements, for example. Some students reported that they would have liked more help with accommodation.

**Leisure opportunities**

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

**Comments**

W26 The college has a comprehensive enrichment programme that students can access. A more systematic approach to actively encourage participation is to be developed.

W27 Tutors are encouraged to arrange trips and visits for their students and the students' union also arranges occasional trips. There is a student common room and gym at Digbeth that some students reported they used.

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, information and pastoral care are very well met. The college provides a variety of activities and events for students although international students are not taking as much advantage as they could of these opportunities. Support for finding accommodation is limited. *Care of students* is an area of strength.

