

Organisation name	South Thames College, London
Inspection date	2–4 May 2017

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.

Summary statement

The British Council inspected and accredited South Thames College in May 2017. 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 (17+) and vacation courses for adults (18+).

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic staff profile, course design, learner management, teaching, 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	1992
Last full inspection	October 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training, ESOL
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None
Other accreditation/inspection	N/a

State sector

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

Premises profile

Address of main site	Wandsworth High Street, London SW18 2PP
Details of any additional sites in use at the time of the inspection	71 Tooting High Street, London SW17 0TQ
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>South Thames College is a large further education college with its main base in the London borough of Wandsworth and two additional sites, one at Tooting and the other at Merton. The English language provision is mainly based at the Wandsworth site, with classes also being taught at Tooting.</p> <p>The Wandsworth site comprises an older building to which has been added a large modern four-storey extension, where the ELT section is located. It has the use of a suite of 11 classrooms and an IT suite, all with priority booking facility. These rooms are grouped together on the second floor of the building, together with a staff workroom and offices for the academic manager and the administrator.</p> <p>The Wandsworth premises include the following facilities: a learning resources centre (library), an enrichment area which also serves as a student common room, a café, a sports hall, a gym, a fitness studio, a dance studio, media studios, a hair and beauty salon, and a contemplation/prayer room.</p> <p>The Tooting site is on two floors over a supermarket and provides classrooms, a teachers' workroom, a small learning resources centre, a studio, and a communal area with vending machines for drinks and snacks.</p> <p>Both sites are centrally located and are on public transport routes with frequent services.</p>

Student profile	At inspection	In peak week: October (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	11	35
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	305	306
Part-time ELT aged 16–17 years	1	3
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	317	344
Advertised minimum age	17 (18+ for international students)	17 (18+ for international students)
Actual minimum age	17 (18+ for international)	17 (18+ for international)
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	19–25	19–25
Typical length of stay	1 academic year	1 academic year
Predominant nationalities	German, Spanish, Italian, Korean	German, Spanish, Italian, Korean
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	11	30

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT 10–19 hours a week	4	
Number teaching ELT under 10 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1
Comments	

The academic manager was scheduled to teach five hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	11

TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	11

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 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

The college runs full-time and part-time courses under the brand English for International Students (EIS) throughout the academic year and also runs a summer vacation course, which is to some degree an extension of its year-round courses. The great majority of students study part-time and are locally based. The courses run for five hours a week, normally in two two and a half hour blocks, and are offered at the main centre at Wandsworth and at the college's Tooting centre. A full-time programme of 15 hours a week is run at the Wandsworth site only and attracts students internationally. The summer vacation course is a full-time course.

The part-time courses incorporate elements of the ESOL national curriculum and students take relevant ESOL examinations. The full and part-time courses are run separately in distinct classes. The full-time course offers opportunities for students to prepare for external English tests and examinations.

Students aged 17 are enrolled on adult courses.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	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	0	N/a

Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	316	1
Overall totals adults/under 18s	316	1 (au pair)
Overall total adults + under 18s	317	

Introduction

South Thames College is a large further education college with its main site located in the London borough of Wandsworth and with other sites at Tooting and Merton. It has an enrolment of almost 10,000 students, the majority of whom are adults taking a wide range of vocational courses. Since the last inspection, a reorganisation of the college structure has taken place and the ELT operation is now located in the recently created school of English together with ESOL, basic skills and numeracy. The curriculum manager for the ELT provision is deputy head of the school.

At the time of the inspection both full-time and part-time English courses were running but a decision has been taken to discontinue full-time courses after December 2017. Most of the student body taking English courses are, however, part-time. A further change has been the closure of the college's international office, limiting the amount of international student recruitment that can be undertaken.

The inspection took place over two and a half days, with two inspectors, based at the Wandsworth site. One of the inspectors also visited the Tooting site.

Meetings were held with the principal, the vice principal, the head of the school of English, the deputy head of the school of English and curriculum manager for English, the curriculum manager for teacher education, the learning resources centre co-ordinator, the compliance and admissions officer, the head of student experience and welfare, the quality and standards manager, the health and safety officer, and the enrichment officer.

The inspectors met a group of teachers and two focus groups of students, one at each centre and mainly composed of elected student representatives. One inspector spoke by telephone to the accommodation agency used by the college and to two homestay providers.

All teachers timetabled during the inspection were observed.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 is a clear management structure within the college and within the English Language School; this is set out clearly in diagrammatic form through the use of organograms detailing the overall college staffing structure and, separately, the structure of the school of English.

M3 Job descriptions are produced for all posts and provide comprehensive information on the responsibilities of the staff involved.

M4 Teaching staff meet with the curriculum manager on a weekly basis and the meetings are minuted. The teaching staff share a workroom and are in continuous informal communication with one another. Email is also used to communicate as appropriate. The curriculum manager and the head of school meet frequently, often weekly, and six-weekly target setting and review meetings are held involving the curriculum manager, the head of school and the vice principal. Teaching staff are also included in this process. College conference days are held twice a year, where the principal and staff meet for information and discussion.

M5 The college has thorough and comprehensive human resources policies, which are fully set out in relevant documentation, which is available electronically to staff. A detailed recruitment policy and procedure is in place, including a safer recruitment policy.

M6 The qualifications, experience and identity of all staff are checked and copies of documents produced are kept on personnel files. For new staff, checks are carried out at the interview stage.

M7 The college has a written staff induction procedure, supported by a checklist. The process is thorough and exhaustive. Initial induction of a more general nature is conducted by the human resources department and this is followed up by subject-specific induction by the curriculum manager, guided by a college checklist.

M8 An annual appraisal scheme is in place for all full-time staff and for part-time staff on a contract of 0.4 full-time equivalent (FTE) or more. Objective competence and performance standards are set out in writing. The appraisal process is staged through the year, during which individual objectives are set and reviewed, training and development needs are identified and appropriate action taken. The whole process is presented on a flowchart for staff information. Staff less than 0.4 FTE have a simplified procedure. A capability procedure is in place for handling any instances of underperformance.

M9 There is a well-developed continuing professional development (CPD) policy in place which contains reference to specific actions. There are two full professional development days annually across the whole college and six CPD days within the curriculum area. There is evidence of substantial CPD activity, much of it of a generic nature, as well as subject-specific development. Individual training is linked to agreed objectives reached at appraisal and some funding is available for actions such as upgrading qualifications.

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 checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 Many students enquire by telephone or email, or visit the college in person. Staff are available to respond to queries. Enrolment days are held before course start dates and students can obtain information prior to enrolment and obtain advice on the best choices for them. However, some students did indicate in feedback questionnaires that course choices were unclear to them.

M12 Enrolment is mainly carried out in person at the college. Students take an assessment of their level and have a short interview before enrolment is complete. International students can complete the assessment remotely, online, normally through agents abroad.

M14 The college's attendance and punctuality policy and procedure are clearly set out and staff and students are made aware of them. Attendance is carefully monitored and registers are kept in electronic form. Absences are followed up by class teachers in the first instance and then by the courses administrator if necessary. The process is monitored by the curriculum manager.

M15 The college has a staged student disciplinary procedure which is made known to students and staff. Specific guidelines are issued to staff for dealing with disciplinary matters.

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

Comments

M17 Quality assurance procedures at the college are very well developed and involve staff at all levels. An annual monitoring and review cycle involves exhaustive lines of reporting and feedback. For the curriculum area, five meetings take place annually for target setting and review, focusing on key indicators. For this, individual teachers produce reports on their classes, which are submitted to the curriculum manager for review and summarising for the head of school. The summary is presented to the vice principal and reviewed at a meeting between the vice principal, the head of school and the curriculum manager. Feedback is then passed on to the teaching staff. In addition, three teaching, learning and assessment meetings are held a year, between the head of school, the curriculum manager, the vice principal, the head of teaching and learning and the quality and standards manager.

M18 Initial feedback is obtained informally by teachers in class. This is followed by mid-course and end-of-course written questionnaires. Results are summarised and an action plan is produced. Outcomes are communicated to students, mainly by posters on noticeboards. In addition student representatives meet periodically with staff in learner forums.

M19 Information obtained from staff through quality assurance meetings and regular staff meetings provide feedback for management. Additionally there is an annual online staff survey across the whole college.

M20 A helpful complaints leaflet is available to students and information on how to make a complaint is included in the student handbook. The college has a designated member of staff to respond to complaints.

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 descriptions	<input type="checkbox"/>	<input checked="" 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 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity material consists mainly of brochures for full-time courses and information sheets for part-time courses. Limited information is available on the college website.

M23 Course objectives and levels are well stated for full-time courses but are minimal for part-time courses.

M24 Non-teaching days and the minimum enrolment age are not stated for part-time courses. For full-time courses, only partial information is provided about non-teaching days.

M25 The cost of course materials is not stated and, for full-time courses, the cost of examination fees is not given.

M27 Publicity for full-time courses claims that there is a leisure programme, but this is not the case. Very occasional activities are arranged, but they do not constitute a programme.

M29 An older version of the Accreditation Scheme marque is used but the college is aware of the need to use the later version in any future publicity.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is of a good standard and includes a high level of developmental support, student administration is carried out efficiently and quality assurance is thorough and comprehensive. Publicity is generally adequate but requires strengthening in certain areas. *Staff management* and *Quality assurance* are areas of strength.

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 areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are spacious and include communal areas for students to gather and relax. Lifts are available and there is a well-maintained outside courtyard with seating.

R2 The premises are in a very good state of maintenance and cleanliness. The décor is imaginative and gives a warm, light impression. The older buildings at Wandsworth have been renovated and refurbished to a good standard. The Tooting premises are adequate.

R3 Classrooms are of a good size in both premises and are free from extraneous noise. The furnishings are flexible and suitably configured to be conducive to effective learning in a comfortable environment. Some rooms have air conditioning. English classes have first call on a designated suite of rooms.

R5 Signage is clear and informative. Floorplans are placed in stairwells, with their location shown. Rooms are clearly numbered in a logical sequence. Noticeboards are well kept and up to date, with information displayed in a useful, thematic way.

R6 At both sites large staff workrooms conveniently located in the same area as the classrooms, provide dedicated work stations for staff, with individual computer terminals and adequate storage space. At Wandsworth a staff lounge is available for relaxation and the consumption of food and drink.

Learning resources

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

Comments

R7 A wide range of resources is available, including coursebooks, practice materials, examination preparation materials and study skills books. Course material selected for classroom use is appropriate and well chosen.

R8 Reference books are available for teachers' use together with a wide range of course material covering all aspects of the teaching undertaken. All teachers have their own computer terminal and access to a photocopier/printer. A shared drive is used to make in-house materials prepared by teachers available for sharing. Audio material is available for all levels taught.

R9 The college is well equipped with IT facilities and the school of English has priority use of a dedicated IT suite. All classrooms are equipped with interactive whiteboards. The college's IT department has dedicated staff to efficiently maintain the facilities.

R10 The main learning resource centre (LRC) is housed in spacious premises and creates a welcoming atmosphere. It is well organised and has a substantial stock of titles relevant to English language learning, including

coursebooks, reference books, examination preparation material and practice books. It also has an extensive collection of graded readers, which are prominently displayed together with accompanying audio discs where available. Newspapers, magazines and DVDs are stocked and there is a sizeable fiction section, all of which are relevant to more advanced learners.

The LRC also houses some one hundred open access computers and facilities for photocopying and printing. Students have an allocation of print credits free of charge. The LRC is open on weekdays from 08.30 to 19.00, with earlier closing at 16.00 on Fridays.

A smaller LRC with more limited resources and opening times is located at the Tooting centre. This also has a sizeable collection of graded readers, together with a selection of other ELT-related material.

R11 Students are taken to the LRC by tutors and receive a full introduction lasting up to one hour, including some task-based hands-on activity. Guidance on library use is also available online and in a number of informative leaflets.

Resources and environment summary

The provision meets the section standard and exceeds it in several respects. The premises and facilities are of a high standard and are conducive to effective teaching and learning. They provide a suitable environment for students and staff. Learning resources are good in scale and quality and provide effective support to students and staff. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T2 All the teaching staff at the time of the inspection are TEFLQ and some have higher degrees in relevant subjects. All are very experienced.

T4 The academic manager is TEFLQ, has a relevant higher degree and has 16 years' experience.

Academic management

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

Comments

T6 Teachers are deployed taking into account their previous experience, their preferences and the need to broaden and vary their experience for developmental purposes over a period of time.

T7 The timetable is clearly set out and is easily accessible. The part-time timetable in particular is designed to suit students' availability in terms of timing and location and includes evening classes.

T10 Teachers are observed by the academic manager for developmental purposes at least once a year and in most cases more often. Teachers reported that they found the subsequent discussion and feedback useful and helpful. It is policy for peer observations to take place; for logistical reasons these had not been very frequent but plans to facilitate them are in hand. A considerable amount of in-house training takes place throughout the year, notably during the six departmental training days which are allocated per year.

T11 Observations for monitoring purposes are carried out by a combination of senior staff who are not subject

specialists and the curriculum manager, who is an ELT specialist. All staff are observed by the curriculum manager at least once a year and records are kept.

Course design and implementation

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

T12 The course structure documentation consists of a brief outline framework for the term indicating grammar content, skills work and text type. Based on this teachers produce their own weekly plans of work which serve as outline schemes of work. For part-time courses the ESOL core curriculum provides some elements of input so as to adequately prepare students for the ESOL examinations that they are required to take.

T13 Review of course design and content forms part of the quality assurance cycle outlined in M17 above and is discussed at a number of different meetings and also at teaching team planning sessions. Outcomes of the meetings are implemented by the teaching staff together with the academic manager.

T15 Coursebooks in use include guidance on study and learning strategies and these elements are integrated into the teaching. Teachers provide individual guidance in this area and the development of effective learning strategies is built into individual learning plans (ILPs).

T16 Students are encouraged to draw on their experience of living and, in many cases, working in the local community and to share these experiences with their fellow students. Functional language for use in the outside world figures prominently in course content. ILP targets are often linked to outside activities locally.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Homework is set regularly and assessed written assignments are used in part to monitor student progress. Targets set at tutorials are based on students' performance in assignments and support is provided as needed. A sophisticated and comprehensive online platform is in use for recording students' progress and for logging communications with them, some of which is done electronically.

T19 Staff are available to provide guidance on suitable examinations. Students can take a test to assess their suitability for examination entry and to identify the type and level of examination best suited to their level and progress. Staff provide advice based on the assessment. Information is available to students about the range of examinations available to them.

T22 Experienced staff are available to provide information and guidance on further and higher education in the UK. Students are provided with assistance in preparing and making their applications to colleges and universities.

Classroom observation record

Number of teachers seen	10
Number of observations	12
Parts of programme(s) observed	All. Part-time and full-time courses were observed, as were daytime and evening classes.

Comments

Teaching was observed at both the main Wandsworth site and the Tooting centre.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers produced accurate models of spoken and written English, at appropriate levels with suitable exemplification in meaningful contexts. Teaching demonstrated knowledge of a wide range of language including collocation, verb forms, stress and rhythm and aspects of discourse structure. Student questions about language were responded to well.

T24 Lessons were well focused and structured, with course objectives that were appropriate to student needs. Detailed student profiles accompanied lesson plans. Topic-based work introduced interesting and intelligent content. Lesson content covered a wide range of aspects of the language. Lessons included written work. Examination preparation was included but did not dominate.

T25 Objectives and learning outcomes were clear and lessons demonstrated coherent progression and staging. Lesson planning was focused, demonstrated clarity of purpose and was clearly related to learning aims. Homework is set regularly and is carefully assessed and graded.

T26 Teachers used a wide range of techniques appropriately, showing effective elicitation and questioning techniques and making use of concept checking to ensure understanding of new language items. Techniques used encouraged a mix of active student participation and thoughtful reflection. Choral repetition was used effectively to focus on and practise aspects of pronunciation. Several examples were observed of task-based collaborative activities based on real-life situations.

T27 A wide range of resources was observed, used to good effect. These included interactive whiteboards, mini whiteboards for students, jumbled texts and worksheets. Coursebooks were used effectively, as a support for teaching without dominating the teaching. Wall space was used creatively to display student work.

T28 Teachers monitored and supported students in pairwork and small group mode, ensuring that students had the help that they needed and that errors were noted. Where written work was being done in class, this was carefully monitored and reviewed. There was error correction, and some instances of errors being noted for later attention. Detailed feedback was given on written assignments

T29 Evaluation of learning was achieved through the monitoring of students in interactive modes, through homework, which was regularly set, and through concept checking. Evaluation took place at each stage of a lesson before proceeding to the next stage. Peer and self assessment contributed to the process.

T30 A high level of student involvement and participation was evident in all lesson observed. Students worked well together and interacted in a co-operative spirit, creating a positive atmosphere in the classroom. All students were fully engaged throughout. Teachers were sensitive to class dynamics and showed keen awareness of individual student needs. A variety of activities was employed and student groupings were changed to take account of students' first language and group dynamics. Teachers were skilful in achieving differentiation where student levels varied. Students spoke positively of the learning experience at both centres visited.

Classroom observation summary

All the teaching observed was good or very good and was of a consistently high standard. Teachers produced accurate models of spoken and written English and lessons were well focused and structured, with course objectives that were appropriate to student needs. Objectives and learning outcomes were clear and lessons demonstrated coherent progression. Teachers used a wide range of techniques appropriately, creating a mix of active student participation and thoughtful reflection. A range of resources was used to good effect. Teachers monitored and supported students and effective evaluation of learning was achieved. A high level of student involvement and participation was evident in all lessons observed. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in several respects. Teachers are very well qualified; the academic manager is both well qualified and experienced. Teachers are well supported and courses are designed

and taught to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Course design, Learner management and Teaching* are areas of strength.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 comprehensive health and safety policies and procedures are strictly enforced by security and facilities officers and teams. For serious issues which threaten the immediate safety of students there is a serious incident procedure. Entry points to the college are carefully controlled by a team of security guards, who also conduct periodical random searches. Entry is through barriers and tapping an identity card. Everyone while on the premises must wear a different coloured lanyard, which makes identity checks easier for the security guards and all staff. Health and safety forms an important part of the induction procedure for staff and students and further information is found in handbooks.

W2 There are college-wide student support services, which all staff and students are informed of during their inductions. Information is also available in handbooks and on posters around the school. By approaching a member of staff or reception, students are effectively referred to the right service. There is a dedicated quiet contemplation room. Training sessions and college-wide events promote understanding of special needs.

W3 The college has an advice centre and provides a counselling service. Students are introduced to the counsellor during their induction. Periodically the counsellor attends teachers meetings to raise awareness of the service and when and how to make referrals.

W4 There are comprehensive policies and procedures for dealing with abusive behaviour. Throughout the college there are posters which present different aspects of abusive behaviour in very clear language. Staff are also made aware during their inductions and on-going training and in handbooks. The college has effective strategies in order to address their responsibilities relating to the Prevent strategy. Risk assessments have been carried out and measures are in place. Staff have received appropriate training and students are made aware of Prevent strategies.

W5 The majority of students are settled in the UK or are working as au-pairs and would not require the assistance of the college in an emergency. Students are not issued with a 24-hour emergency contact number, but they do have email contact with their teachers.

W7 During enrolment, students are given a very useful booklet which includes clearly presented information on all relevant items. They are given further information during their full induction. A police liaison officer attends the college on a weekly basis and is available to advise students, particularly regarding personal safety outside the college.

Accommodation profile

Comments on the accommodation seen by the inspectors

The homestay provision is arranged by an agency, which is not registered with British Council. The inspector consulted with one inspector who had previously visited both the agency and homestay providers. No homestays were in use at the time of the inspection. Five homestays had been used since September and generally students book for four weeks and then find their own accommodation. The inspector phoned the agency and two of the four homestays used within the last four months.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<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 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 The agreements between the agency and homestay providers make the requirements clear. The homestay providers spoken to were aware of the requirements.

W12 Records of fire risk assessment and Gas Safe certificates are incomplete in a few cases.

W13 The English courses administrator asks for oral feedback during the first week. The agency is contacted if any action is required as a result of the feedback.

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 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

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 an advice and information service to students about renting their own accommodation.

Leisure opportunities

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

Comments

W26 The college enrichment programme offers sports, regular events and outside speakers. Board and table games are available in the enrichment centre. The events are well advertised throughout the college.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are very well met. The accommodation is provided by an agency which is not registered with the British Council. The accommodation it provides is suitable and the management of the accommodation systems is generally satisfactory, but records are not complete in all cases. *Care of students* is an area of strength.

Care of under 18s

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

Comments

Under 18s are not accepted on the full-time courses. Students aged 17+ are accepted on the part-time courses. There was one student, an au-pair, aged 17, enrolled at the Tooting centre at the time of the inspection. Since September there have been three students aged under 18. These students have been au-pairs in local families. The college does not offer an accommodation service to under 18s.

C1 The college has a comprehensive safeguarding policy and procedures, which adequately cover all the mandatory requirements of an FE college. The safeguarding lead and officer roles are clearly designated.

C2 All staff undergo mandatory online safeguarding training and have face-to-face training every two years. The two safeguarding officers in the School of English have received advanced training with an external body.

C3 The safeguarding policy is available on the website, but there is no specific information in this or in publicity about the level of care for under 18s on the part-time course.

C5 There are currently no activities scheduled for these courses. If there is out-of-class activity planned, a thorough risk assessment is made and appropriate supervision ratios are put in place.

C6 The college does not offer supervision outside the scheduled lessons, but if staff have any concerns, they will refer these to the college safeguarding team.

C7 Under 18s are not accommodated by the college. The au-pair arrangements are made by the student. If staff have any concerns, they will refer these to the college safeguarding team.

C8 Students are required to provide an emergency contact number in this country, usually their au-pair family number, and also next of kin contact details. The college does not provide parents, legal guardians or agents with a telephone number that can be used outside opening hours.

Care of under 18s summary

The provision just meets the section standard. There is a college-wide safeguarding policy and staff training is satisfactory. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and on any educational visits provided as part of the course. Publicity does not make the level of care clear and the college does not provide a 24-hour contact number.
