

Organisation name	Stratford-upon-Avon College
Inspection date	6–7 May 2015

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 that accreditation be placed under review because the section standards for *Management* and *Teaching and learning* were not met. The period of review to be ended by a spot check within six months focusing on staff management, publicity, academic staff profile and academic management.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	2011
Subsequent spot check (if applicable)	January 2013
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	N/a
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	The Willows North, Alcester Road, Stratford upon Avon CV36 9QR
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The college campus is relatively small, with low-rise buildings. It is on the edge of the town centre near the railway station. The international department and the classrooms it uses are housed in a single block. Although the campus is compact it offers a range of facilities and services; these include a coffee bar and a restaurant, a library, a theatre and a small fitness centre. There are two residential buildings on campus, used mostly by international students.

Student profile

	At inspection	In peak week January (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	189	189
Full-time ELT (15+ hours per week) aged 16-17 years	44	44
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	233	233
Minimum age	17	17
Typical age range	17–20	17–20
Typical length of stay	9 months	9 months
Predominant nationalities	Chinese, S.Korean, Russian, Kazakh	Chinese, S.Korean, Russian, Kazakh
Number on PBS Tier 4 General student visas	40	40
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	1	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	3
Certificate-level ELT/ESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	(2 TEFLI)
Total	5

These figures exclude the academic manager(s)

Comments

All of the teaching is of English for academic purposes; the two TEFLI teachers are not sufficiently qualified for this.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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

A number of 16–17 year olds are enrolled on these adult courses.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	3	0

Private home	0	0
Home tuition	0	0
Residential	186	44
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	0	0
Overall totals adults/under 18s	189	44
Overall total adults + under 18s	233	

Introduction

Stratford-upon-Avon College has approximately 2000 students studying full-time and rather more than twice that number of part-time students. About 15 per cent of the students are international, all of them receiving English language and study skills support provided by the International Department as part of their international foundation or pre-foundation programmes. The majority of these students are recruited by the University of Warwick; the college has run the Warwick International Foundation Programme (WIFP) for over 20 years. At the time of the inspection there were ten WIFP groups with a further two groups on the college's own international foundation programme (IFP), and one group of students on its pre-IFP course. Success rates for the programmes have been excellent with all students completing the IFPs going on to a UK university. The college no longer provides classes in general English and does not cater for bespoke groups.

The inspection took place over two days. Meetings were held with:

Assistant principal, curriculum and quality
Head of international department
Programme leader, international
Lecturer, ELT
Two international administrators
Two accommodation officers, employed by the company managing on-campus accommodation
Head of student services
College nurse

There were focus groups 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and there is sufficient redundancy to ensure continuity.
M3 Job descriptions are extremely generic and do not specify the duties of the staff working with ELT students.
M4 While there is frequent informal communication between members of the international department, there are extremely few formal meetings and these are not minuted. This is in spite of a college policy of cascading information from a senior management team meeting every Tuesday to a leadership and management meeting the following day, and on to departmental meetings on Thursdays.
M5 Recruitment follows government procedures and Warwickshire Education Services protocols including safer recruitment guidelines. Prospective applicants are given a copy of the safeguarding policy. When teachers are recruited they are asked to micro-teach where possible.
M7 All newly recruited staff meet the principal, attend departmental and HR induction meetings and are given an overview of college policies on safeguarding, preventing radicalisation, and health and safety. In addition, newly recruited teachers attend teaching and learning and e-learning inductions.
M8 There is a comprehensive staff performance review scheme. Participation in the scheme is voluntary for part-time staff.
M9 There is a policy and procedures for staff development. While staff had attended a number of generic training activities, there had been no ELT developmental activity for some time.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Met, but staff were unable to say if they were sufficient in number at peak times as they had been recruited relatively recently and had not experienced such times.
M11 Agents and Warwick University, the conduits for the majority of the students, brief students on course choices. Administrative staff assist where necessary.
M13 Emergency contact details are kept on paper in the office. Lists of these details are held by the duty manager (a rota of managers who can be contacted outside office hours) and by residence security personnel.
M14 Non-attending students are emailed, with a copy to the teacher. Administrative office staff take a register at plenary events such as lectures. Students are put 'on report' if attendance drops below 80 per cent. If the poor attendance persists, the matter is escalated to the head of international and then on to the disciplinary process. A bar chart showing attendance rates per class for each month is posted on the noticeboard with gold, silver and bronze awards for the three best performing classes. Rates on the current chart were between 84 and 98 per cent.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

M16 Some of the points from the previous inspection report had been addressed but a significant number had not.
M17 The international department conducts a self-assessment review (SAR) through the year, which culminates in an action plan. This review includes teaching and learning, student destination and internal systems elements. SARs are combined into a quality improvement plan which is reviewed termly. The academic programmes are reviewed at termly board of studies meetings; these are minuted and actions taken are recorded. There are also examination boards at the end of the year, attended by an external examiner whose report may lead to revisions. Student representative meetings are held and minuted.

M18 Student feedback is collected in departure questionnaires and summarised by Warwick University, for the WIFP courses, and by Stratford College for its own international foundation programme. Interim electronic surveys of students' opinions are collected by the college. However, initial feedback is not systematically collected.

M19 Staff feedback is constantly collected informally and is more formally gathered in appraisals. The college conducts annual surveys of staff opinion; the current academic year survey had just been launched at the time of the inspection.

M20 Information about the complaints policy, albeit in rather legal language, is included in the student handbook.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The college's publicity materials comprise the international section of the college website and a print brochure, which is also available on the website.

M22 Pictures in the publicity are not captioned and may mislead potential international students. The side bar and scrolling banners on the international department web pages contain information for home students that is likely to confuse and mislead international students. Classes are described as 'small', but they may contain up to 20 students.

M23 While there are some descriptions of what is included in the specific subject areas of the foundation programmes, there is no description of what the English and study skills elements are.

M24 The maximum class size and the number of taught hours per week are given, but not times of classes, dates of courses or non-teaching days.

M25 The financial pages note that 'fees vary' but do not indicate what they are. It is not made clear that teaching materials and exam fees are included in the overall fees and while details of living and accommodation costs are given, there are no details about refunds.

M27 Social and cultural events are mentioned but not described and there is no indication whether they would incur a fee.

M28 Teachers are described as 'highly qualified'; this is not true of all of them.

M29 The Accreditation Scheme marque is used sparingly but the unqualified marque is used in the publicity related to the subject specific elements in courses as well as the ELT content. There are also two framed copies of the unqualified marque in the international department office reception area.

Management summary

The provision does not meet the section standard. While most aspects of student administration and quality assurance are thorough there is a need for improvement in both *Staff management* and *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R3 Classrooms are of a good size and are flexibly furnished and well equipped.

R4 There are a number of areas for relaxation and three food outlets offering a good range of food and drinks at reasonable prices. The student residences are less than 300 metres from the international office.

R6 The staff room has a work station for each teacher and adequate storage space.

Learning resources

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

Comments

R7 There is a good range of learning materials, both printed and electronic.

R8 Sufficient resources for teachers, both for teaching and reference, are available.

R9 Data projectors and/or interactive whiteboards are available in all the classrooms; they are well maintained and used.

R10 The *Learn Zone*, located close to the international department building, contains some 35 study spaces, in carrels or at tables, and 56 computer work stations, as well as the college library.

R11 Students are taken to the *Learn Zone* at the beginning of the course and inducted in its use.

R12 Review and development of teaching and learning materials is an aspect of the SAR. There is a budget for acquiring new materials.

Resources and environment summary

The provision meets the section standard. The campus is well equipped and offers a pleasant and reasonably modern environment that is conducive to study. There are sufficient resources for teachers and students and the *Learn Zone* provides self-study areas and supplementary materials.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 Two of the five teachers are not TEFLQ as is normally required for EAP teachers.

T3 Rationales were provided for the two TEFLI teachers. One was accepted in the context of this inspection; the teacher in question had completed two modules of a diploma-level qualification. The other was not accepted as the teacher in question had not sought to upgrade her qualifications, or been encouraged and supported by the college to upgrade them, since the initial inspection in 2007.

T4 There is no academic manager. While one of the teachers was formerly the department's director of studies and carries out voluntarily a number of the tasks of an academic manager, he does not have the title, pay or remission from a full teaching load that would enable him to be considered the academic manager for the ELT activity within the department. None of the other senior staff in the department are qualified to act as the academic manager.

T5 There is no TEFLQ academic manager for the international department ELT provision.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The most experienced of the teachers recommends allocations of teachers; at the time of the inspection, he had allocated the most recently recruited teacher to a course he was teaching on so that he could mentor her.

T7 The timetable is not easy to create as it has to fit in with subject teachers' prior teaching commitments and the hours that part-time staff are available. This leads to it being disjointed and allowing little time for team meetings.

T8 The college has a rota of available staff who can supervise students doing work set by the ELT staff. In case of need, replacement teachers are available from the college's ESOL department and part-time ELT teachers can be brought in. One of the administrative staff is TEFLI.

T10 Guidance and support is available to teachers on an informal basis but there are no formalised arrangements in place; no ELT training had been provided in the past year.

T11 Observation of teachers is carried out by members of the college cross departmental observation team; they are not TEFLQ. In the case of a grade three observation rating ('needs improvement'), support measures are put in place.

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 checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is based on the skills students need to be able to master to work successfully in an academic environment.

T13 Course design is reviewed through the SAR process and on the basis of the outcomes of regular meetings with University of Warwick staff and of the external examiner's report.

T14 Course handbooks for the IFP and pre-IFP programmes contain detailed descriptions of the courses.

T15 Students are encouraged to continue their learning outside the classroom by the use of vocabulary notebooks, a virtual language laboratory on the college virtual learning environment website and through multiple subscriptions

to online IELTS practice material. These self-study opportunities are monitored and followed up in tutorials.
 T16 There was some evidence that volunteering activities were helping some students to use their English outside the learning environment.

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

Comments

T17 Where possible students are streamed in accordance with their arrival IELTS scores.
 T18 Student progress is monitored by recording the outcomes of all assessment events on a spreadsheet available to all teachers. Personal tutors discuss progress with students in their tutorials.
 T19 All students are admitted on the basis of an IELTS score and take IELTS again at the end of their course.
 T22 Students are advised about universities as needed and are assisted with their UCAS applications.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	IFP and pre-IFP classes

Comments

The classes were observed in the week leading up to the students taking their final IELTS exam. This reduced significantly the amount of new material being taught; preparation for and rehearsal of various IELTS elements predominated.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers' knowledge of linguistic systems and of the IELTS exams which the students were to take later in the week of the inspection was sound.
 T24 Teachers were seen to be adapting their own use of language to the level of their students.
 T25 Lesson plans were detailed and included clear aims and objectives. Timings were realistic.
 T26 Activities were coherent and focused on the IELTS test.
 T27 The small tables in each classroom were usually purposefully arranged although sometimes in a way that was unlikely to encourage participation by more diffident students. Resources were well and imaginatively used with, for example, individual A4 sized mini-whiteboards used by students to show their writing to the class. Some unacknowledged photocopies were seen.
 T28 There was good nomination and elicitation, so all the students were involved, and on-screen timers and other

devices were used to simulate the actual length of the test sections being practised. There was, however, no correction of pronunciation or writing. In most cases, the excellent knowledge of IELTS that the teachers had led them to talk too much and opportunities for the students to generate their own test-taking advice were missed. T29 The pace in most segments was too slow, with too much time given to relatively simple tasks. Students were not sufficiently challenged and this led to some disengagement. T30 In most cases, there were very detailed class profiles and teachers clearly had a very good knowledge of their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority of lesson segments observed being satisfactory. There was evidence that lessons were carefully planned in relation to the curriculum, and teachers had a caring and responsible attitude to their students' learning. Teaching was directed at students' needs and although a good range of techniques was used, the teaching was at times too teacher centred and rather slow.

Teaching and learning summary

The provision does not meet the section standard. Although course design, learner management and the teaching observed were satisfactory, there is an urgent need for improvement under *Academic staff profile* and *Academic management*; there is no academic manager and arrangements for supporting and monitoring staff are not satisfactory. No ELT specific staff development activity is taking place.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

Comments

W1 Some entrances to the campus are open but there is CCTV, and 24-hour security staff patrol the grounds. Gates are locked at 19.00 and over the weekend. Staff and students wear lanyards and visitors are required to sign in/out at reception. First aid provision is satisfactory and fire drills are carried out regularly, and recorded. Some classrooms on the second floor of C block do not have fire evacuation notices to guide students in emergencies.

W2 There is very good provision for pastoral care. All students have a weekly tutorial with their personal tutor during which academic but also welfare issues are discussed. Further support is provided on a daily basis by the two administrators in the international office, who also liaise closely with the personal tutors. There is a college-wide confidential counselling service.

W3 Staff providing welfare support are introduced to students at their induction.

W4 The policy for dealing with abusive behaviour is very clear. The policy and procedures are made known to students at induction and in the student handbook; students sign a code of conduct agreeing to meet expected levels of behaviour while in the college. Staff also sign a code of conduct. Creative posters around the college promote the expectation of mutual respect among students and staff.

W7 A wide range of useful information is available to students in pre-arrival information and induction materials, as well as in induction presentations. The administrators in the international office also help students with information and advice. A police officer attends induction and students are assisted with registration with the local police, if applicable.

W8 The college nurse helps students to register with a local doctor, and the administrators assist with making medical appointments if required. Students are not given information about the need to pay for any dental treatment they might need in the UK.

Accommodation profile

Comments on the accommodation seen by the inspectors

There are two blocks of modern purpose-built accommodation on campus with a total of 50 flats, each with four to six bedrooms with en-suite facilities, and a communal kitchen and seating area. The on-campus accommodation is managed by an external company specialising in the provision of residential accommodation for students, and their staff work in the accommodation office in one of the blocks. There is a reception staffed 24 hours a day.

The college accommodation officer manages the homestay provision, for which demand is low. At the time of the inspection only three international students were in homestay, and all others were living on campus.

One inspector visited the residential accommodation and one homestay. A request to visit three homestays was acted upon too late by college staff and no other hosts were available.

Accommodation: all types

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

Comments

W9 The residential accommodation is of a good standard throughout, with all the required services and facilities in place. The homestay visited also provided welcoming accommodation of a good standard with a comfortable room and en-suite shower room.

W10 Homestay accommodation is inspected before students are placed but hosts are not informed about the legal requirement to undertake fire risk assessments of their homes.

W11 The accommodation officer re-inspects accommodation but, as noted in W10, hosts need to be informed about the legal requirement to undertake fire risk assessments of their homes.

W12 The accommodation register seen was broadly up to date but had some incomplete and inaccurate information about the dates of visits to accommodation.

W14 Student feedback about accommodation is collected towards the end of the course but not initially.

W15 Students live in the residential accommodation on a self-catering basis. They can cook for themselves or eat in the college cafés and restaurants, which are open for breakfast, lunch and dinner. The student in the homestay visited was very happy with the good food provided by her host.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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

W16 The homestay visited was accommodating one adult international student, one adult student not studying at the college but with accommodation booked and arranged by the accommodation officer, and three thirteen year-old boys from a different organisation. See also C7.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students are responsible for cleaning their flats and regular checks are made to ensure that levels of hygiene are satisfactory, particularly in bathrooms and kitchens. If the level of cleanliness is unsatisfactory, professional cleaners are brought in, and students are charged.

W23 Students have access to the college nurse in the mornings, and the accommodation officer is a trained first aider. Security staff on duty overnight have basic first aid training.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The administrators in the international office provide information for students about local facilities and events, including the town's leisure centre; there is also a noticeboard in the office with further information.

W27 The leisure programme is limited but the activities are appropriate. There are occasional social events and an end-of-course trip, which is well organised by the international office.

W28 Risk assessments for all events are comprehensive and practical.

W29 Students can take part in sports at the leisure centre, where there are qualified staff to supervise.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Students' needs for safety, pastoral care and information are met. Accommodation is of a good standard. However, homestay hosts recruited by the college are not informed of the requirement to undertake fire risk assessments. Before college students are placed in homestays, checks relating to numbers and ages of students already accommodated there must be made. The leisure programme is limited but well organised. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The college enrolls 16 and 17 year-olds on its adult courses. At the time of the inspection there were 44 students aged 16–17 enrolled.

C1 The college has a very comprehensive and clearly expressed safeguarding policy, and a safer recruitment policy. There are seventeen members of staff in the college safeguarding team, with two senior management staff named as designated safeguarding lead members.

C2 The safeguarding team is trained at an appropriate level. All staff, including staff in the residential accommodation, receive the safeguarding policy and sign the code of conduct; they complete the college online training package, and then refresher training every three years. Guidance on safeguarding is part of staff induction and new staff have a one-to-one session with a lead member of the safeguarding team.

C5 All staff are DBS-checked.

C6 Risk assessments are in place for all on-site and off-site activities. Information about any students aged under 18 is given to staff leading activities. A parental consent form is on file for every student aged under 18. Under 18s are required to have a designated guardian in the UK and consent is obtained each time the student participates in off-site activities or wishes to spend time away from the residential accommodation.

C7 All students aged under 18 are accommodated together in the on-campus residential accommodation. They can cook meals or eat in the college cafés and restaurants, which are open for breakfast, lunch and dinner. There is a curfew of 23.00. Although the college does not enrol students aged under 16, in the homestay visited three thirteen year-old boys were in the house with an adult student from the college, which is not a satisfactory situation and was not reflected in college accommodation records.

Care of under 18s summary

The provision meets the section standard well. Comprehensive safeguarding policies and procedures are in place for students aged 16 and 17 enrolled on adult courses in the college. Staff training is good. There are suitable arrangements for the safety of students outside lessons. Adult students should not be accommodated with students under 16.

