

Organisation name	Sunderland College
Inspection date	14–15 December 2016

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Sunderland College in December 2016. 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 college of further education offers courses in general English for adults (18+) and for closed groups of adults (18+).

Strengths were noted in the areas of staff management, premises and facilities, learning resources, teaching, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	April 2008
Last full inspection	July 2012
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	IELTS centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	College of further education
Other accreditation	N/a

Premises profile

Address of main site	Bede Campus, Durham Road, Sunderland DH3 4AH
Details of any additional sites in use at the time of the inspection	Washington Campus, Stone Cellar Road, Washington NE37 2NH
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The Washington campus is located approximately eight miles from the centre of Sunderland. It is a purpose-built campus, on the site of a former school, with extensive grounds, bus stops and car parks.</p> <p>The three-storey college building has a central street café area on the ground floor, above which an atrium is formed with railed balconies looking down from the two upper floors.</p> <p>There is a staffed reception desk and reception area on the ground floor, close to a large learning resource centre. The college refectory is also located here, with internal seating as well as the central street café area. Each floor consists predominantly of classrooms, with offices and staffrooms on each floor. Teaching staff are allocated to staffrooms and staff kitchens at different points on each floor, and there are male and female toilets on each floor, as well as a lift. The international office is on the ground floor, next to the IELTS centre. The dedicated EFL classroom is on the second floor. Some resources are stored here and others are kept by one of the lecturers in her room.</p>

Student profile

	At inspection	In peak week: April (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	70	50
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	7	15
Minimum age	18	18
Typical age range	18–35	18–35

Typical length of stay	13 weeks	13 weeks
Predominant nationalities	Italian	Italian
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	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	2
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	2	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	2

These figures exclude the academic manager.

Comments

The academic manager is TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses offered are General English and IELTS preparation, often combined, with the majority of students working towards improving their IELTS grade. At the time of the inspection there was a bespoke group of students on an IELTS programme.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	7	0
Overall totals adults/under 18s		
	7	0
Overall total adults + under 18s		7

Introduction

Sunderland College is a general further education and tertiary college with four campuses in and around the city of Sunderland.

Since the last inspection, the college has undergone a significant restructuring programme, which has involved close scrutiny of all areas, including the international office within which the EFL operation is managed. Following an inevitable period of uncertainty, the director of international development now has a fully endorsed mandate to take forward a three-year business plan to implement the college international strategy, which includes EFL provision within wider plans for transnational operation and direct recruitment, among other areas. The international team has full support from all areas of the college, particularly HR and quality, to ensure that plans can come to fruition.

As a result of this process the EFL operation is in some ways almost starting from scratch once more, so that comparisons with provision and its management four years ago are less helpful than they might otherwise be, and some more recently introduced systems have not been operational long enough to be thoroughly tested.

The international office has recently moved to the Washington campus, which is also the college's higher education (HE) centre. All EFL now takes place here, currently in one dedicated classroom.

The director of international development has been in post for just over a year, and is supported on a day-to-day basis by the international officer and the IELTS supervisor, who runs the college IELTS centre, as well as working closely with the international officer and the director. During the restructuring period, the previous international officer left and the IELTS supervisor was carrying out both roles for a period, before the current international officer joined the team from another part of the college. She is now leaving, and the role was being advertised at the time of the inspection. Current provision is very small, consisting of one group of Italian nurses who are following a bespoke IELTS programme at the same time as working in a local hospital. Two EFL lecturers, one on a permanent contract and the other self-employed, are also key team members who take on some academic management functions within their roles.

The inspection took place over one full day, one half-day and one part-day. Meetings were held with the principal, the executive director of commercial activity, the director of international development, the director of HR, the director of quality, teaching, learning and assessment, the director of marketing, the acting director of facilities management, the head of teaching and learning, the head of student support, the international officer and the IELTS supervisor. Two teachers were observed. A focus group was held with students, and an extended meeting was held with the two EFL lecturers to include a focus group element and a discussion of their contributions to academic management. One inspector visited two halls of residence.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	

Comments

M2 Although the period of restructuring has caused some instability and uncertainty, it is clear that appropriate steps have been taken to ensure continuity. The international officer and the IELTS supervisor work closely together and understand each other's roles. The director of international development also works alongside this team so that cover can be managed effectively.

M4 Communications are good, with notes taken at key meetings and very frequent informal communication, as might be expected from a small team working in close proximity to each other. The international operation is also effectively linked in to wider structures across the college. Several staff commented on the ease of communication in their immediate team, and the approachability of their managers.

M5 HR policies and procedures are excellent, and staff files demonstrate thorough and consistent implementation of all required procedures.

M8 A clear performance management review (PMR) system is in place, with three review meetings per year and a useful template for discussion and review, target setting, and identifying appropriate continuing professional development (CPD).

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 The current student cohort is following a bespoke course agreed with the client.

M13 Records for current students are all complete, and a hard copy is made available to the relevant staff. The onus is on students to ensure that they notify the college of any changes, and whilst this is unlikely to create any difficulties with the current group, with larger numbers and/or non-bespoke courses, a more proactive approach to updating would be necessary.

M14 A clear system, supported by good technology, operates to effectively monitor attendance and follow up on

absence.

Quality assurance

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

Comments

M16 All points arising from the previous inspection report have been satisfactorily addressed.

M17 The college has robust quality systems and procedures, and is working to integrate EFL provision into the wider quality framework. As this is not always a natural fit, it is a gradual process, but one which has full support and commitment across the college. As a result of this, it was not always possible to see evidence of a complete cycle; for example, the current course will be part of the college course review processes later in the year. The director of international development is working against agreed business plan and targets, which are monitored through the PMR process.

M18 Early feedback is now collected from students through a settling-in survey. As this is a relatively recent development, there are limited notes of action taken in response to this feedback, although some points have been raised at course committee meetings with student representation.

M19 There are numerous channels for staff to give feedback, and PMR meetings afford an opportunity for comments to be formally documented.

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

Comments

The website is currently the only medium of publicity.

M24 Maximum class size was not given for all courses. This was amended during the inspection.

M25 Although information about examination fees was included, it was expressed slightly unclearly. This was changed during the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are effectively managed and the college benefits from excellent HR provision. Administration systems are effective for the current numbers and type of students. Robust quality assurance systems and procedures are in place and will support EFL provision going forward. Some minor issues in publicity were addressed during the inspection. *Staff management* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are purpose built and provide a very good environment for staff and students alike. All areas have been carefully planned to capture natural light and create a feeling of spaciousness. There are lifts to all floors, and ample space both inside and out.

R2 All areas are very well maintained and spotlessly clean throughout; outside space is well kept.

R3 One classroom is a dedicated EFL room, with flexible furniture and good displays. Although there is no external window, the room is bright and spacious.

R4 Students benefit from very good arrangements for food and relaxation. The café serves a wide range of appetising food, including hot and cold options and healthy choices, all at competitive prices. There is seating within the café area or just outside where a street-café arrangement has been set up in the main ground floor area. There is also a range of other places to sit and relax throughout the building. Students in the focus group commented very positively on the food available to them.

R5 Signage is clear, and very good use is made of the extensive facilities for display around the college. Up-to-date, useful and important information is clearly and attractively displayed throughout the building.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<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 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 checked="" type="checkbox"/>	

Comments

R7 Students are asked to purchase the coursebook in use.

R8 Teachers have a good range of additional materials to draw on as well as computer access and good facilities for printing and photocopying.

R9 A high level of technology is available in the college, with interactive whiteboards, used confidently, in classrooms and good access to computers and digital learning materials for both staff and students. Technical support is available on site.

R10 The Learning Resource Centre offers extensive space for private study, with large numbers of computers and a well-stocked library, including a dedicated EFL section. The centre is extremely well laid out and presented.

R11 Learning Resource Centre staff are able to provide support and guidance at all times. Printed and digital guides are available and students are given an induction to the centre and its resources.

R12 Resources are regularly reviewed as part of the wider college course review process.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Well-maintained premises provide a very good environment for study and relaxation, with excellent display and a very good standard of catering. Educational resources, including technology, are in plentiful supply, of good quality and effectively supported.

Premises and facilities and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Both EFL lecturers are appropriately qualified; one is TEFLQ and the other TEFLI and currently undertaking a diploma-level award.

T4 The director of international development is TEFLQ and very experienced in the field. She travels quite extensively, but in her absence, the TEFLQ lecturer, employed at Lecturer 2 level, is able to provide support and development for her Lecturer 1 colleague. Although the Lecturer 2 job description includes reference to supporting Lecturer 1 colleagues, this responsibility is currently not formalised, specifically defined or monitored.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 There are only two lecturers and one class; however, the TEFLQ lecturer was brought into the programme because of her specialist experience.

T8 Appropriate cover arrangements are in place, and specific arrangements for signalling absence have been developed and documented for cases where the director is away.

T10 There is excellent college CPD provision and PMR and observation schemes are designed to identify CPD needs. Day-to-day support is provided through the director and/or the Lecturer 2. Training and input specific to EFL is limited.

T11 Observation is carried out both by the director of international development and the head of teaching and learning, using the same assessment parameters as for all college teaching staff. The approach is very thorough.

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 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 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 An appropriate scheme of work (SoW), together with a rationale, has been produced by the lecturers based on the coursebook in use.

T13 The course will be part of the college course review process later in the year.

T15 The SoW includes focus on study strategies and skills, and students are able to make use of the college learning portal for further additional study ideas and guides. Homework is regularly set, and regular tutorials are part of the course – although none have yet taken place with the current group.

T16 There is some evidence in lesson planning that learners are encouraged to bring language from the outside world for analysis in class, and external trips are planned in as part of the course. Neither of these elements is explicitly built into the design of the course or specifically included in the SoW, although “Learn Everywhere” forms a part of college policies.

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

Comments

T17 The current group underwent a diagnostic exercise in Italy, and were invited to join this bespoke course based on their level. For any other students, a placement test is used.

T18 Time has been allocated for tutorials but these have not yet taken place. There are regular progress tests, and students commented very positively on their sense of progression on the course.

T22 This criterion does not apply to the current student group, but there is a large careers and advice team within the college, as well as a team of progression tutors.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	All

Comments

As there were only two teachers, each was observed by each inspector.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 demonstrated sound knowledge of English in use, including, for example, information on word stress and individual sounds. Appropriate models, both spoken and written, were provided.

T24 Lessons were generally well planned, with useful student profiles and relevant tasks and materials. No evidence was seen in planning or execution of attention to specific individual learning aims or priorities.

T25 Students were very clearly informed about the objectives of the lessons, and these were clearly introduced and frequently revisited. Lessons were coherent and stages clearly signposted.

T26 A range of appropriate techniques was seen and teachers made good use of elicitation, as well as using

student language as a starting point for expansion and development.

T27 Teachers used the interactive whiteboard consistently and competently, as well making good use of additional resources such as supplementary materials, cards, prompts, a word wall and displays. Although not seen in use, there were dictionaries in the classroom.

T28 Students received appropriate feedback on their work, including plenty of praise and encouragement. In general, there was rather limited correction for this monolingual examination group and monitoring was not always consistent.

T29 Appropriate tasks to evaluate learning were set, and objectives were frequently reviewed, but sometimes in a slightly formulaic way which did not encourage learners to be really specific about the extent to which learning outcomes had been achieved.

T30 An excellent learning atmosphere prevailed in all lessons. Teachers had good voice and presence and set up and timed activities well. They gave good instructions, which were also checked and modelled. Students were thoroughly engaged in a positive learning experience.

Classroom observation summary

The teaching observed met the requirements of the Scheme and all the teaching observed was good.

Planning was thorough and took full account of group needs and interests, although individual needs could be more clearly addressed. Materials and resources were used effectively and range of teaching techniques was observed. Although feedback and correction were less well handled, classroom activities were very well set up, interactions were well managed, and there was an extremely positive atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Staff are qualified and benefit from appropriate academic management, monitoring and support. Course design and implementation is effective and learners are appropriately managed. The teaching observed met the requirements of the Scheme. *Teaching* is an area 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 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 checked="" type="checkbox"/>	

Comments

W1 Appropriate steps are taken to ensure students' safety on the premises. The site is secure and a fully computerised system of signing in ensures that the location of all visitors is known. Students are required to wear lanyards and receive a detailed face-to-face induction on health and safety. This is supported by a range of digital and print media. Appropriate risk assessments and fire safety measures are in place and the duty manager for the day logs any issues in a diary. These are then systematically followed up as required. All safety issues are fully covered.

W2 There are a large number of appropriately qualified staff to provide effective pastoral care. Training in safeguarding is a requirement for all members of staff. Students are informed at induction of the wide range of specialist support available throughout the college and are encouraged to seek help if they need it. All staff are required to record any student pastoral issues which are then automatically communicated to the appropriate member of staff. Students' needs based on religious observance are catered for in a systematic way and a quiet room is available.

W3 The names, photographs and contact details of all staff in the international office are presented to students in the pre-arrival booklet and the *Living and Studying in Sunderland* handbook. Staff email details are provided as required. The international officer is introduced to all students during their induction as someone who can assist students with any personal problems. In addition, the college-wide counselling service is available to all students at

any time.

W4 Students are made aware of the organisation's policy on abusive behaviour through notices on display and at their induction. In addition, clicking on a 'stay safe' icon on the student website brings up a range of practical information and suggested procedures that students can follow. All staff are required to complete Prevent training courses as part of their induction and there is a range of appropriate policies for staff and students. Posters highlighting British values and anti-bullying measures are displayed throughout the premises.

W7 The guide to living and studying in Sunderland contains all the relevant information and advice in an accessible and comprehensive way. This is supported by the student pre-arrival booklet and online advice. All students have a general induction when they are made aware of the information in the booklets.

W8 In addition to the comprehensive information provided in the various media distributed to students, the college's own nursing provision is promoted on notices displayed in the college.

Accommodation profile

Comments on the accommodation seen by the inspectors

Residential accommodation is available through the university of Sunderland's provision. One inspector visited two halls of residence, although at the time of the inspection there were no EFL students using the accommodation.

The halls of residence are located in the centre of Sunderland and students need to travel 50 minutes by bus to reach the Washington campus. Both halls provide single rooms with shared toilet and shower facilities. These are of different sizes and are located in small flats with a communal kitchen. One hall provides some premium rooms with ensuite facilities.

Laundry and other communal areas are available on both sites. There is a range of retail services and other facilities located close by. Students manage their own bedding requirements, although all kitchen equipment is provided.

Appropriate health and safety controls are all in place and residents can obtain assistance 24 hours a day from the staff of the residences.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W9 All services and facilities are provided as required and the accommodation is of a very satisfactory standard.

W11 There was evidence that the international centre had carried out its own inspections of the residential accommodation being offered. In addition, the management of both halls routinely check all accommodation as part of their own ongoing safety and quality assurance procedures.

W14 Students are given an arrival and accommodation survey to complete early in their stay. However, completed samples seen were anonymous, undated and did not state the name of the accommodation being reviewed.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

Homestay accommodation is not provided.

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

Comments

W22 Common areas are cleaned in one hall by contracted staff and standards are regularly monitored in both residences to ensure that the environments remain clean and tidy.

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 Students are referred to a university website which provides all the information and support required.

Leisure opportunities

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

Comments

W26 The EFL classroom noticeboard highlights current social, cultural and sporting events which may be of interest to the students. Over the course of the academic year, external trips and visits are planned in as part of the curriculum. Students are asked where they would like to visit and this is included in the overall course design.
W28 Detailed risk assessments are carried out for all educational excursions. These are dated and signed by the person in charge and include clear guidelines on how to respond to situations when students are at risk. They are not generic assessments of risk but relate specifically to the different destinations and activities being undertaken.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The college lays great emphasis on the students' needs for security, pastoral care and information. The residential accommodation is very satisfactory and students benefit from the wide range of sporting and cultural activities available to them. *Care of students* and *Leisure activities* are areas of strength.

