

Organisation name	The Sheffield College
Inspection date	1–3 May 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited The Sheffield College in May 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>The English language teaching department of this college of further education offers courses in English for adults (16+) and vacation courses for adults (16+).</p> <p>Strengths were noted in the areas of staff management, premises and facilities, learning resources, course design, learner management, teaching, care of students, accommodation, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Sheffield College provides vocational, academic and higher education courses for over 17,000 students; it attracts students from over 30 countries. The college has four campuses across Sheffield – City, Hillsborough, Peak and Olive Grove.

The EFL unit within the Department of ESOL, Employability and Foundation Learning runs general English classes in the morning with a focus on skills development, and offers a choice of examination preparation classes and further skills development classes in the afternoon.

The inspection lasted two and a half days. The inspectors had meetings with the deputy principal; the assistant principal, student support, inclusion and progression; the head of learner recruitment; the learner recruitment development manager; the director ESOL, employability and foundation learning; the deputy head of learning ESOL, employability and foundation learning; the curriculum leader EFL; the head of marketing; the head of student services; the quality assessment and standards officer; the international manager; the estates and services manager; the city active student fitness and enrichment co-ordinator; and a human resources business partner.

All teachers timetabled during the inspection were observed. The inspectors held focus group meetings with students and with teachers, and one inspector visited three homestays.

Address of main site/head office

City Campus, Granville Road, Sheffield S2 2RL

Description of sites visited

The City Campus is a modern, well-resourced centre, a ten-minute walk from Sheffield railway station. It has an extensive atrium providing access to all floors, with some social seating for students. There is a large learning resources centre and a variety of catering outlets. Most teaching rooms are in the Tower which gives onto the atrium.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<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"/>
English for specific purposes (includes English for Executives)	<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"/>
ESOL skills for life/for citizenship	<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"/>

Comments

All courses are in general English for adults; a small number of 16 and 17-year olds are enrolled on them.

Students study up to 18 hours per week. General English classes are offered at beginner, pre-intermediate, intermediate, upper intermediate and advanced levels. Students can start classes on any Monday throughout term time for a minimum of two weeks stay. Students can book one-to-one speaking lessons at any time during the academic year.

Accommodation profile

The college offers homestay accommodation and has a database of 66 homestays, of which six are currently active. At the time of the inspection one student was in homestay accommodation arranged by the college. Most students arrange their own accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provider has clear goals and values, sound quality and review procedures and good human resources support. Student administration is efficient and the management of the provision operates to their benefit. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are modern, purpose-built and provide a comfortable environment for study. There are ample appropriate resources available. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning are managed for the benefit of students not least because of the focus on their needs. The teaching observed met the requirements of the Scheme. *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met, and tolerance and respect for others feature strongly in the ethos of the college. Students benefit from well-managed student services, including, where offered, out-of-class activities, information about leisure activities available within the college, and suitable accommodation. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The college's safeguarding policy is comprehensive and is made known to staff, students and homestay hosts. Safeguarding training is undertaken by all staff and hosts and regularly updated, and recruitment procedures are very thorough. Attendance of under 18 students is carefully monitored and any absence is followed up very speedily. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There are clear statements, with associated graphics, of the college's goals and values prominently displayed on noticeboards in all areas of the college. Staff are required to familiarise themselves with these goals and values online before they start at the college and their knowledge of them is refreshed at induction.

M2 There are both college-wide and International strategic plans. The latter focus specifically on EFL within the college. These are recent, well developed and known to the managers involved. There is evidence that that they are being implemented.

M7 Within the EFL unit there are a succession of review procedures. These start with courses reviews, incorporated in self-assessment reviews (SARs) and then in quality improvement plans, validated by the college's quality department.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 In addition to the usual recruitment procedures, the college operates a graduate training scheme leading to a PGCE. One of the teachers in the EFL unit had been recruited in this way.

M11 There are very full induction procedures at college and department levels; a signed checklist for these can be found in every staff file.

M12 In addition to the college appraisal scheme, there is a supportive, staged set of procedures for dealing with unsatisfactory performance.

M13 The college provides a wide range of training, some of it compulsory, at college, department and unit levels. It also offers generous subsidies to staff wishing to improve their qualifications.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff pay very close attention to the needs of students, who commented on how helpful they were.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity consists of the website and a number of flyers.

M25 There are no indicative costs for examinations or for leisure programme activities that incur them.

M27 The description of accommodation is generally clear but it appears that the college is in partnership with an

external residence provider, which is not the case.

M29 The version of the Accreditation Scheme marque used does not have the suffix ' ... in the UK'.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The college's city campus building is modern, purpose-built and in an excellent state of repair, decoration and cleanliness.

P4 There is a very good range of food available at affordable prices in a wide range of college outlets.

P5 Signage is particularly prominent and clear and the two EFL noticeboards are well organised.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P8 There is a wide range of hard copy and electronic resources for teachers; they are well organised and maintained.

P9 All classrooms have well-serviced interactive whiteboards and it is clear from the way that they are used that staff are well trained in their use.

P10 The college virtual learning environment (VLE) and Learning Resource Centre (LRC) provide a large number of opportunities for independent learning that teachers recommend.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional	Met

profile to provide academic leadership.	
Comments	
T1 One member of the academic management team does not have a Level 6 qualification. A rationale was presented and was accepted within the context of the inspection because she has received professional training at an advanced level.	
T3 The majority of the teaching team have been with the college for a considerable time and have become highly experienced.	
T4 One member of the academic management team is not TEFLQ but has been undertaking roles within the team that require such a qualification. The rationale was accepted within the context of the inspection because she has considerable experience of managing TESOL provision and is nearing the completion of an advanced TEFL qualification.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments	
T7 The college has a stand-by tutor available to cover for absent teachers. It also has its own in-house temporary staff agency that can provide further teachers in case of need.	
T10 All teachers had been formally observed at least once in the past year but these observations had been carried out by the non-TEFLQ member of the academic management team.	

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments	
T11 Course design is principled and adaptable to student needs. Very detailed schemes of work are available for teachers; these are live documents, frequently updated and amended.	
T12 Courses are reviewed through the comprehensive college review structures and are also refined while being delivered.	
T16 Strategies include the use of conversation clubs (in the college and city universities), intercultural events, interactions with departments and volunteering.	

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T19 There is a tutorial with the class teacher in the first week. Subsequently tutorials with the EFL unit's student mentor (one of the teachers) are available on request or if students are referred by their teachers. Students can ask for meetings themselves and are encouraged to do so.

T20 The EFL is a centre for two of the UK external English examination providers and also has considerable experience in preparing students for IELTS.

T22 The college has its own specialist advisors in addition to the teachers who are used to guiding students in this area. Help is given with university applications through the clearing system and with the evaluation of qualifications.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English classes, a one-to-one speaking elective and a one-to-one tutorial.

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Modelling was clear and teachers were able to respond to students' questions well with good explanations pitched at the students' level. Phonemic symbols were used accurately for the most part but there were occasional spelling errors and inaccurate labelling of grammar items.

T24 Excellent differentiation in class profiles reflected a close knowledge of students and their needs and this enabled teachers to choose content that was appropriate culturally and to student requirements.

T25 Learning outcomes were shown on whiteboards and classes moved towards them coherently. The outcomes were often revisited at the end of lessons to see if and to what extent they had been met.

T26 A very wide range of teaching techniques was seen. There was good nomination, elicitation and clever questioning adapted to student needs and level. Work on pronunciation featured in most classes with judicious use of choral and individual drilling.

T27 Seating and furniture arrangements were used to good effect in classes. Interactive whiteboards were handled confidently and creatively, and traditional whiteboards were used well with good zoning and marking of stress and parts of speech in vocabulary lists.

T29 There was a good deal of concept checking in the segments observed and work previously done was recycled and checked. A number of games were successfully used to check learning as well.

T30 Instructions were clear and student comprehension of them was routinely checked. Students were consistently

engaged and participated enthusiastically in positive interactions.

Classroom observation summary

The teaching observed, which ranged from good to very good, with most segments in the latter category, met the requirements of the Scheme. It was energetic, purposeful, targeted, engaging and professionally delivered. Knowledge of the linguistic systems of English was sound, and all teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to relevant learning outcomes. In all lesson segments observed, techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was generally provided to students, and there were opportunities to evaluate learning in all lesson plans seen. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 There are impressive levels of safety and security throughout the campus. Entry is through electronic barriers and all students and staff have swipe cards and colour coded lanyards. Comprehensive records of security checks were seen, including regular fire drills and buildings risk assessments.

W2 A major incident and emergency procedure is in place. Thorough risk assessments are undertaken before any trips and visits, which include procedures for knowing the whereabouts of students at all times. Security and keeping safe feature in student inductions and are discussed frequently in classes. Posters and displays highlighting these areas have a very high profile throughout the college.

W3 Pastoral care and support for students is embedded in the ethos of the college. Students have specific named tutors and other staff they can go to with any problems; students in the focus group spoke very highly of the pastoral care they received.

W4 Tolerance and respect for others is promoted in displays throughout the college and forms part of lesson content. Teams of 'engagement workers' are employed to patrol the college premises and look out for any incidents of bullying.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation	Strength

services.	
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 All the homestays visited were of an impressively high standard. They were all clean, well-furnished and comfortable. All easily met Scheme requirements. Hosts spoke unprompted about the need to spend time with and integrate their students into their household and saw this as an important part of their duties as a host. The one student in homestay accommodation expressed high levels of satisfaction with the accommodation and his host.

W11 Clear, comprehensive and up-to-date records were seen of re-inspections. Hosts spoke highly of the very good relationship which already exists between them and the college, and the responsiveness of the college in addressing any problems which might arise.

W12 Students are given clear information about their homestay hosts, location, travel times from college to home and other useful information before they arrive. Hosts and students, encouraged by the college, are frequently in contact with each other before the student travels to the UK.

W14 Accommodation providers receive a useful handbook with all of the rules, terms and conditions clearly spelled out. Hosts spoke highly of the clarity of the arrangements, and the responsiveness and efficiency of the college.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area were fully met.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The applicable criterion in this area was fully met.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

All criteria in this area were fully met.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were two students under the age of 18 at the time of the inspection; both students were on adult courses. This small number of under 18s is typical of numbers throughout the year.

S1 Safeguarding is a priority for the college and very good procedures are in place to ensure the safeguarding of all students. There is a clear and comprehensive safeguarding policy which is made known to all staff and to students, and clearly identified designated and deputy safeguarding leads. Suitability checks are required to be in place before new members of staff start working in the college and there is a robust risk assessment in place for delayed suitability checks.

S2 All staff have undertaken safeguarding training and there is a rolling programme of updating the training. All new staff have to complete training before employment commences. Homestay hosts are also asked to do safeguarding training provided by the college, and students are made very aware of the relevant points of the safeguarding policy through a variety of media.

S4 There are clear and thorough recruitment procedures for both college staff and homestay hosts. References asking specifically about an individual's suitability to work with under 18s were seen in all staff and homestay records sampled. Hosts are encouraged to join the update service, and comprehensive records were seen on the database of checks carried out for anyone in a homestay over the age of 18.

S5 Under-18 students are required to sign in and out at reception, and in the case of any absence, action is taken within five minutes of a student failing to arrive. Under 18s are also highlighted in registers, and the tutor mentor system ensures regular one-to-one meetings with them, where any issues of attendance can be followed up. Whilst on the college premises, the security systems in place ensure students are in a very safe environment. (see W4)

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	October 2014

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	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/inspection	Ofsted, QAA

Premises profile

Details of any additional sites in use at the time of the inspection but not	N/a EFL only delivered at city campus
Details of any additional sites not in use at the time of the inspection	N/a EFL only delivered at city campus

Student profile

Student profile	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	34	38
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	1	1
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	37	41
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–24	16–24
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian Columbian French Italian	Saudi Arabian Columbian French Italian

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers

TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	2
Comments	

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

Comments

None.

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	1	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	27	2
Staying in privately rented rooms/flats	7	0
Overall totals adults/under 18s	35	2
Overall total adults + under 18s	37	