

Organisation name	Warwickshire College Group, Royal Leamington Spa
Inspection date	3–4 February 2020

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. However, evidence must be submitted within three months to demonstrate that weaknesses in S1 and S3 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Warwickshire College Group, Royal Leamington Spa in February 2020. 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 general and academic English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) and vacation courses for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of premises and facilities, teaching, care of students, accommodation, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Warwickshire College Group (WCG) is made up of seven colleges in the counties of Warwickshire and Worcestershire: Royal Leamington Spa, Rugby, Moreton Morell, Pershore, Warwick Trident, Evesham, and Malvern Hills. This grouping makes WCG one of the largest colleges of further and higher education in the UK.

English language teaching (ELT) takes place solely at the Royal Leamington Spa campus, with an IELTS testing centre at Rugby. ELT is part of the international office provision. It is managed by the international academic manager (IAM) who is also a lecturer with a significant teaching commitment and responsibility for the modern foreign language provision.

The college has been working with a new partner, University First (UF), for the last two academic years. In 2019–20, UF provided a cohort of 32 students on an international access course who form the core ELT student body. Other international students are enrolled full-time or part-time, for a minimum of a week or maximum of an academic year. These students are integrated into the ELT access provision, with additional hours. No ELT courses were delivered in the summer of 2019, though the college has aspirations to expand its existing provision into this period.

The inspection took place over two days and meetings were held with the group deputy principal, the head of quality and international programmes, the IAM, the ELT team's teaching and learning improvement lecturer, the international office co-ordinator, the international academic assistant, the head of human resources, the accommodation officer, the senior residential warden/support officer, the sports and social co-ordinator, the student services, student liaison and welfare manager and safeguarding designated person, a college counsellor, the marketing officer, the learning resource centre manager, and the operations manager (estates).

Inspectors held meetings with a group of students and a group of teachers. The round-up was attended by the management team and the chief executive officer. All teaching staff timetabled during the visit were observed, with the exception of one teacher, who was sick. One inspector visited the college residences and examined the homestay register.

Address of main site/head office

Warwick New Road
Royal Leamington Spa
Warwickshire
CV32 5JE

Description of sites

Royal Leamington Spa college is located on a campus a ten-minute walk from the town centre. There is a reception area, behind which there is seating, a refectory and a café, vending machines for drinks and snacks, and a shop selling stationery items. Within the same building, or close by, there are the rooms/offices of support staff: the nurse and the counsellor; a multi-faith quiet/prayer room; a student common room; a sports hall and gym; and the learning resource centre. The international office is on the second floor close to the ELT teachers' room. The classrooms used by the ELT department are along the same corridor. There are toilets on all floors, with some designated for all genders and some for people with disabilities. On campus there are three student residences divided into flats, and some staff accommodation. All areas of the premises are accessible by lift or ramps.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" 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

The minimum age for all courses is 16, with 16–17 year-olds enrolled on adult courses. Academic English of ten hours per week is taught as a component of the international access course. Individually recruited students may join classes at three levels, and can opt for 22 or 15 hours per week, or part-time from 2–14 hours per week. A group of engineering students is given one hour a week language support; this class was not observed as it was not time-tabled on the two days of the inspection. No one-to-one tuition is offered.

Management profile

The international office has responsibility for ELT provision. It is managed by the IAM for ELT, MFL and CELTA. He reports to the head of quality and international programmes, who has been in post since September 2019. The head of international programmes reports to the deputy principal who reports to the chief operating officer and group principal, and hence to the chief executive. A team of six fractional or hourly paid staff report to the IAM, who is supported in the international office by the international academic assistant, the international office co-ordinator and the IELTS co-ordinator.

Accommodation profile

The college has three purpose-built residences on campus, each with ensuite study bedrooms arranged in flats containing up to eight rooms and a fully equipped kitchen. Each residence has a self-service coin-operated laundry and two also have communal lounges. Students aged over 18 can choose a self-catering arrangement or a catered package which includes a food allowance to spend in the college refectory. Students aged under 18 in residential accommodation must choose a catered package. There is a team of live-in wardens, supported by student wardens.

Homestay accommodation is offered but has not been used within the last 12 months.

Summary of inspection findings

Management

The provision meets the section standard. WCG has clear goals and values, though objectives for the ELT section of the international department are perhaps over-ambitious given the current staffing. Managers systematically gather feedback from both staff and students which they use well to inform improvements. Approaches to recruiting, managing and developing staff are sound. Student administration is carried out sensitively and efficiently by a well-trained team. At the time of the inspection, publicity was confusing, inconsistent across media, and lacked significant information. However, these points were remedied in the course of the inspection, and thus no further improvement is required.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college buildings are attractive and conducive to work and study. Learning areas are supplemented well by the college's general facilities. A range of learning resources cater for the needs both of students and teachers. The use of ICT in curriculum delivery is a work in progress. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers and the academic management team are sufficiently well qualified and have pertinent experience for their roles. Deployment and support for teachers is satisfactory. Courses design and review has improved since the previous inspection, but the very diverse enrolment patterns require a more systematic tracking of students, to ensure they receive a balanced curriculum. Procedures for managing learners' progress would benefit from greater standardisation and would lead to a more consistent student experience. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information, advice and leisure activities are generally well met. Students benefit from well-managed student services and suitable accommodation. However, catering and some leisure facilities are not provided at the weekend. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 when they are on and away from the campus, in leisure activities and in their accommodation. However, there could be better provision for catering and leisure activities at the weekend. Although not in place at the time of the inspection, measures are now in hand to ensure that all staff have up-to-date suitability checks.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Not met
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.	Not 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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 The educational goals and values of WCG are clearly stated, and effectively link to the broader mission. They are evident in staff and student induction, handbooks, and on posters. Managers show a developed understanding of how these goals and values are integral to the ELT provision.

M2 Strategic and operational plans for WCG are detailed and credible. Those for the ELT operation are less so. More consideration needs to be given to the current patterns of enrolment, the staffing and leadership for summer provision, and the relationship between ELT and ESOL.

M3 The structure is clear. Much of the teaching is delivered by term-time only fractional and hourly-paid staff, so there is little academic support for the IAM, leaving him limited time to 'challenge and innovate'. Expansion into summer provision would require more management time.

M5 A good range of feedback is regularly sought, analysed and acted on. Student representatives also regularly contribute feedback at meetings with managers, and at the student council.

M6 WCG has very effective measures to obtain feedback from staff. These include responses to an annual survey, staff views expressed in team meetings, and from individuals during the staff appraisal process.

M7 Self-evaluation is thorough and regular. The ELT department aligns its quality review processes with Scheme criteria, and has developed a detailed quality action plan as well as a full self-evaluation.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Not met
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.	Met

Comments

M8 Human resource policies are of a high quality. Hours of work, leave, equal opportunities, and health and safety are all clearly articulated. Scenarios are used to test candidates' understanding of safeguarding and child protection.

M10 The current question about safeguarding in reference requests is expressed in opaque language. In addition, only staff deemed to have particular responsibilities in relation to under 18s are required to renew their suitability

checks every three years. Both these issues were remedied in the course of the inspection. Procedures for recruiting staff are now comprehensive, appropriate and applied systematically, so this is no longer a point to be addressed. (See also S4.)

M11 Procedures for staff induction for all roles are very thorough. They include a detailed, helpful pack of information for new staff, and checklists to ensure coverage of all aspects of induction.

M12 Arrangements to appraise staff performance are extensive and highly structured, and explicitly linked to strategic priorities. Managers meet each member of staff regularly to review their performance, evaluate their strengths and set targets for improvement, and progress towards targets is logged.

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.	Strength
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.	Not 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 Customer service is excellent. Students reported very high levels of satisfaction with their interactions with the international team.

M15 Advice on HE course choices when students are at the college is readily available. Advice is personalised and targeted through individual meetings, and guidance is offered with the application process.

M17 This criterion is met overall. There was a concern about access to records for full-time students not in college accommodation in the case of an emergency outside office hours, but this was remedied immediately. Currently all students are in college residences.

M19 There is a clear policy for attendance. The expectation is 85 per cent, and students seemed aware of it, although it is not present in the 2019–20 student handbook. Absences are followed up within 30 minutes of non-arrival in the case of under 18s. However, the rules about punctuality were not being applied by teaching staff in the course of the inspection visit.

Publicity	Need for improvement
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.	Not 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.	Not 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The most extensive source of publicity, which covers all campuses, is the WCG website. There is a print *WCG International Course Guide*, which can also be downloaded from the website, and an *English and English Plus* leaflet. The information conveyed in each of these is not wholly replicated in the others. There is also a social media presence, and a newsletter for agents.

M22 As the publicity covers general provision in seven colleges, and is intended to inform about all that is available, the overall impression is that the ELT and international access provision is more extensive than it in fact is. Neither is there any reference to the variety of ELT study modes offered, and hence the different types of students integrated into one class. This latter issue was remedied in the course of the inspection, and so this is no longer a point to be addressed.

M24 The outline descriptions of each course do not include explicit objectives in any of the publications. The total number of hours taught per week and non-teaching days are not set out consistently across different media. The preamble in the *English and English Plus* leaflet needs to be included in the *International Course Guide*. These issues were remedied in the course of the inspection, and so this criterion is no longer a point to be addressed.

M25 There is no mention of the cost of examination fees, or of a leisure programme and any related costs. The main website has detailed terms and conditions, but there is no link to this in the *International Course Guide*. These issues were remedied in the course of the inspection, and so this is no longer a point to be addressed.

M26 There is no statement about care and support for under 18s, or links to the safeguarding policy. This issue was remedied in the course of the inspection, and so this is no longer a point to be addressed.

M27 In the card layout on the International page of the website there is no card for accommodation, although there is satisfactory information elsewhere on the site. This issue was remedied in the course of the inspection, and so this is no longer a point to be addressed.

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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
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 premises are in an excellent state of decoration, cleanliness and repair. There is good provision for students with disabilities.

P2 The classrooms and other learning areas, for example the learning resource centre, are suitable in all respects and provide an excellent learning environment. The ELT department has the use of designated classrooms which are close to each other and to the international office and the teachers' room.

P3 There are very good facilities for relaxation and the consumption of food: the large refectory and smaller 'bistro' are attractive places in which to have meals and socialise. There is a college common room and the residences also have comfortably furnished common rooms in addition to the shared kitchen/diners.

Learning resources	Met
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.	Met
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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

All criteria in this area are fully met.

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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T1 One member of staff does not hold a Level 6 qualification. A rationale was accepted because of appropriate life and work experience, and because additionally the teacher holds a Higher National Diploma 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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not 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.	Met

Comments

T8 Because of patterns of enrolment, there are a number of variables in play in relation to continuous enrolment: a variety of hours of study, a variety of days attended, length of enrolments, EAP versus GE. Single schemes of work (SoW) go some of the way to mitigating the issue of tracking student progress and ensuring part-time attendees are aware of what is going on in the rest of the course. However, more systematic tracking of students is required, to ensure students receive a balanced programme.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	N/a
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.	Not 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.	Met

Comments

T13 SoW are available, but these are too complex to constitute a working document which provides a course outline for students.

T15 Although study and learning strategies are incorporated in a SoW when they are present in a coursebook, they are not systematically integrated into the general English courses as an explicit strand.

Learner management	Met
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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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

T18 This criterion is met overall. Progress is tracked, but individual teachers use different criteria. Standardisation would lead to a more consistent student experience. (See also T8.) An optional tutorial system is in place, but this involves the IAM and not the individual student's class teacher, and take-up is limited.

T22 Informed advice, guidance and information is readily available. The college provides a central service advising on progression routes and work experience, among other aspects of career guidance, and this is supplemented by the international team working one-to-one with students.

Classroom observation record

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	All parts: general English and academic English/IELTS at various levels.

Comments

One teacher was sick on the day of their scheduled observation, so the cover teacher, who had already been seen, was observed.

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.	Strength
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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
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.	Met
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 Segments observed demonstrated a clear focus on making word class explicit. In stronger segments there was a good focus on marking word stress and identifying phonological errors which impeded intelligibility. Lexis was generally well handled, with an effective grasp of morphology, shades of meaning and the formality/informality of items.

T24 The content of lessons was broadly suitable. Topics in general English classes were appropriate to interest young adults, and relevantly contextualised to the subject area in academic English classes. The focus on exam techniques was relevant to the students' needs, especially as most class members were aiming to improve their IELTS band for university entrance. Lessons routinely covered both grammar and skills.

T25 The lesson plan template was helpful, guiding staff to identify how learning was to be checked and to differentiate. Most lesson plans set out a logical and coherent sequence of activities. The anticipated outcomes were mostly shared with the students, recorded and discussed.

T26 Teachers used a range of teaching techniques and procedures competently. These included posing questions to check concepts and understanding, and to elicit and tease out meaning; setting up collaborative tasks so students had opportunities for extended speaking; a staged approach to tackling a text. Techniques which teachers chose were appropriate to their students and the task in hand.

T27 The management of the classroom and the resources available was varied. Nomination was generally sound, allowing staff to control responses evenly. Students were usually grouped sensibly where the room was large and the group small. Some teachers made effective use of interactive whiteboards/data projectors for enlivening and structuring activities, as well as for displaying images, but this was not ubiquitous. Technology-based learning could be more thoroughly embedded in teachers' repertoires.

T28 Teachers' feedback to students was generally satisfactory. In better segments teachers gave good individual feedback on pronunciation, and they corrected obvious errors in students' understanding of main lesson points. They checked exercises systematically. They routinely monitored students' performance during paired practice, and in better segments left students to negotiate among themselves to find a solution without intervention.

T29 Activities to check students' learning were generally integrated within lessons, and made explicit in lesson plans. They frequently included the use of semi-controlled practice to enable the teacher to assess students' progress as the lesson developed, and often a review stage.

T30 Teachers were skilled at establishing positive relations with and between their students. Students were engaged by classroom activities and the content of their lessons, and were encouraged to contribute, interact and initiate.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Against the criteria, it ranged from good or better to satisfactory, with the majority of segments observed being good. Teachers had a sound knowledge of grammar, phonology and lexis and provided suitable models of English. The content and topics of lessons were broadly appropriate and activities logically sequenced. Teachers used a range of teaching techniques competently but in general technological resources could have been better exploited. Feedback to students and error correction were satisfactory as were activities planned to check students' learning. Teachers were skilled at establishing positive relations in their classes and students were generally interested by their lessons.

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.	Met
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Very good measures are in place to ensure the safety and security of students at all times on the college campus. For example, the live-in wardens make regular evening security checks on students in residential accommodation and ensure that students aged under 18 obey their curfew.

W3 Provision for pastoral care is excellent for all students; in particular, the arrangements for the care of students in residence are very effective. A multi-faith room is available. The college counsellor holds twice-weekly sessions and can make referrals to external agencies if necessary.

W4 The college has well-considered policies for dealing with abusive behaviour, including an e-safety policy for IT use. There are effective ways of making these policies known. Training for new staff is mandatory and regularly updated for all staff.

W6 There are very good systems to ensure that students receive information about arrival and transfer arrangements. Some transfers are offered at no additional cost.

W7 The provision is very good. Students are given information, in a timely manner – before arrival, at induction, and via the intranet, posters and comprehensive guides. Students in the student group reported that staff were very proactive in providing support and advice.

W8 Excellent arrangements are in place to ensure students have access to physical and mental health care services. A college nurse, who is also a designated safeguarding person, is on campus at regular times and liaises with other college support services if necessary.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W10 Effective arrangements are in place in the residences. Communal areas are cleaned daily; students are provided with cleaning equipment and encouraged to clean their own rooms regularly.

W11 Arrangements for inspecting and monitoring accommodation are very good. When in regular use, homestays are re-inspected every year. In the residences there are termly room inspections.

W12 The information provided to students about their accommodation is of a high standard; there is an attractively presented guide to all aspects of living in residential accommodation.

W13 There are very good systems for identifying and resolving any problems students may have with their accommodation. There are effective arrangements for reporting any maintenance problems and the resident wardens are on hand to deal with any difficulties.

<i>Accommodation: homestay only</i>	
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 are fully met.

<i>Accommodation: other</i>	
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

All relevant criteria in this area are fully met.

Leisure opportunities	Area of strength
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.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 Students are well provided with information about events and facilities in college and in the local area at induction, on noticeboards and on the college social media pages. Particular care is taken to engage the younger students in activities and there are opportunities to mix with British students in the college.

W24 Care has been taken to cater for different age groups. There is a satisfactory offering for adult students, and a fuller programme for the under 18s.

W25 This criterion is met overall. Students can join college sports clubs and they have use of the college sports hall and the gym. However, these facilities are not available during the weekend.

W26 There are very effective systems in place to ensure the health and safety of students. Written risk assessments are in place for all on-site and off-site activities and are regularly reviewed by staff leading the activities.

W27 Supervising staff are well qualified; they all have, as a minimum, a Level 2 gym instructor qualification, and receive regular training.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Met
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.	Not met
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.	Strength
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

The college enrolls students aged 16 and 17 on its adult courses. At the time of the inspection there were five students aged 17 and one who had turned 18 the previous week. They were part of a Chinese group and all were staying in residential accommodation on campus.

S1 This criterion is met overall. The college safeguarding policy is clear and generally comprehensive; however, the section on safer recruitment needs to be amended to reflect the changes described in S4, below.

S2 The provision is of a high standard. A number of staff are trained to specialist level and all members of staff receive training to advanced level at the start of their employment at the college. Training is regularly updated.

S3 This criterion is met overall. Clear information is given to parents about the care afforded students under the age of 18. Parents' permission is sought for a range of matters relating to health care and supervised and unsupervised activities. However, parents are not specifically asked to give their permission for students to buy or make their own meals at the weekend when the refectory is not open.

S4 All college staff are DBS checked. The checks on designated leads and all people in close contact with students, e.g. wardens, have been made within the last three years (usually by using the update service). However, for teachers, checks more than three years old had not been renewed. When alerted to this, immediate action was taken by the college to renew the checks followed by sign-up to the update service; therefore, this is no longer a point to be addressed.

S5 There are rigorously followed procedures for the supervision and safety of students in class and when attending leisure activities. The sports and social co-ordinator takes special responsibility for the supervision of activities for under 18s.

S6 There are appropriate rules, including stated curfews, and well-considered arrangements for the monitoring of students outside the scheduled programme. Students have a fob to gain entry to and to exit their residence; their whereabouts can be monitored in real time by wardens.

S7 This criterion is met overall. Students aged under 18 are accommodated in flats with others of the same gender and age, and they are supported by resident wardens. Students under 18 are required to have a catered package; they have a preloaded card to use in the student refectory, and they also have use of the kitchen in their flat. However, the refectory is not open from Friday afternoon until early Monday morning. During weekends students (including those under 18) have to buy or make their own meals.

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	November 1993
Last full inspection	February 2016
Subsequent spot check (if applicable)	2017
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 Test Centre WCG Rugby; ESOL; a range of FE and HE courses
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	The other colleges in Warwickshire College Group

State sector

Type of institution	College of Further Education
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	8
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	46	47
Part-time ELT aged 16–17 years	5	11
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	53	66
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	One academic year	One academic year
Adult programmes: predominant nationalities	Chinese; Qatari	Chinese; Qatari

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	6
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	50 college staff approx.	

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	0
Total	1
Comments	

The academic manager was timetabled to teach ten hours in the inspection week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5

Comments

In addition to the three TEFLI-qualified teachers there is a fourth, but she was on annual leave during the inspection week.

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	37	5
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	11	0
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	48	5
Overall total adults + under 18s	53	