

Organisation name	Westminster Kingsway College
Inspection date	30 April – 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.	N/a

Recommendation
<p>We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met and there were weaknesses in M10. The period of review to be ended by a spot check within three to six months.</p> <p>The minimum age was subsequently changed to 18, so the section standard for Safeguarding under 18s is no longer applicable. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2022.</p>

Summary statement
<p>The British Council inspected and accredited Westminster Kingsway 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>This English language teaching department of this large college of further education offers courses in general English and ESOL for citizenship for adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic staff profile, course design, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Westminster Kingsway (WKC) is a well-established central London college of further education and is one part of the Capital City Colleges Group, which was formed in August 2016 following a merger with City and Islington College, an accredited college. Capital City College Training was added in 2017 and the group was further expanded in November 2017 to include the College of Haringey, Enfield and North East London. So far, the mergers have had little effect on English language teaching (ELT) provision or delivery as each college continues to operate as before. Attention is currently being focused on merging systems, especially IT systems, and policies. The college offers general English and Skills for life full-time and part-time courses to full-cost international students, full-cost and part-funded students from the EU and the EEA and fully-funded students who are, or who plan to be, permanent residents. The majority of students are already living in the UK when they enrol and all aspects of student administration and welfare are handled by main college services staff. The International Office deals only with full-cost students or students in closed groups whom they have recruited.

ESOL/EFL is managed by the vice-principal hospitality and adult pathways through the head of faculty adult foundation learning and employability (HoF) and a programme manager (PM) at each centre.

The three WKC centres operate the same college systems, benefit from central college services, deliver the same courses to very similar cohorts of students and frequently work together within the faculty. However, they each have their separate identity and their own staff team: PM, teachers, administrators and learner support staff. Inspectors covered a number of aspects of provision at each centre separately.

The inspection took place over three days, plus one part-day and two evenings. A third inspector observed day-time teaching at the Soho Centre. Inspectors met the vice-principal hospitality and adult pathways, the head of faculty adult foundation learning and employability, the deputy group director human resources and organisational development, the head of teaching, learning and innovation, the college director learner experience, the student engagement manager, the head of health and safety, the head of international development and operations, the senior public relations and communications manager, and the international recruitment and compliance manager. Administrative and learner support staff were met at each centre.

Meetings were also held with the PM ESOL/EFL (including full-cost and international), based at Victoria, the ESOL PMs at Soho and Kings Cross, and the lead teaching and learning coach assigned to ESOL/EFL staff. Two student focus group meetings and two teacher focus group meetings were held. One inspector visited Camden Centre to check human resource matters and one inspector visited an accommodation agency and inspected two homestay providers. Seventeen teachers were observed during the day and four in the evening. Three teachers were not teaching at the time of the inspection and one was absent because of illness.

Address of main site/head office

Westminster Kingsway College, Victoria Centre, Vincent Square, London SW1P 2PD

Description of sites visited

Three teaching sites were in use at the time of the inspection and were visited: Victoria Centre, an Edwardian building, purpose-built as a training college for hospitality students, Soho Centre (Peter Street London W1F 0HS), a former Victorian board school, and Kings Cross Centre (211 Grays Inn Road London WC1X 8RA), a modern purpose-built college of further education. All three are on the same London Underground line and have reception areas, student breakout areas, staff workrooms, Learning Resource Centres, and dedicated classrooms, equipped with multi-media units and flexible furniture. Victoria and Kings Cross have student canteens. The Kings Cross Centre was not included in the 2014 inspection. A fourth site, Regents Park, was not visited as there were no classes within the scope of this inspection. The Camden Centre, a former City and Islington College building, was visited in order to check Human Resource matters.

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

Comments

General English and Skills for life courses are offered in two streams. ESOL/EFL Express, which can include IELTS preparation, is a fast-track course, run in 12-week blocks and is designed mainly for students whose language skills are at about the same level. ESOL Extra courses are designed for students who need additional help with particular skills and run for one semester. General English and Skills for life courses are available at five levels: Entry 1, 2 and 3 and Levels 1 and 2 (Common European Framework of Reference A1 – C1). All courses lead to Skills for life qualifications from one of three recognised awarding bodies.

ESOL Extra is delivered at Kings Cross Centre, ESOL/EFL Express at Soho Centre and both at Victoria Centre. The minimum age for full-cost students is 18 and for partly-funded students it is 19. Fully-funded students were not included in the scope of this inspection. Throughout the year, the majority of students are 18+, but 16 and 17 year-olds, who come as part of closed groups, recruited by the International Office, are integrated into ESOL/EFL classes at the appropriate level to allow them to benefit from being taught in multi-lingual groups. There were no under 18s at the time of the inspection but there had been earlier in the year. The minimum age for the summer school is 16. The college is planning a summer course for young learners (14–15) to be taught in closed groups, but they have had no applicants as yet. There have been five closed groups so far this academic year.

The minimum age was subsequently changed to 18.

Accommodation profile

Most students enrolled in the college make their own accommodation arrangements and at the time of the inspection no students were in accommodation arranged by the college. The college uses three agencies to arrange accommodation for students who come directly from overseas, usually in groups. Two of the agencies are registered with the British Council. One inspector visited the office of the non-registered agency to meet two of those responsible for recruiting and monitoring hosts and two homes were visited; both hosts had experience of hosting students aged under 18.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The college has clearly stated goals and values, known to staff and students. Strategic planning, including monitoring of progress and review, is well established. Quality improvement mechanisms are effective. The efficiency of staff management has been reduced as a consequence of the merger of Human Resource systems, but continuing professional development continues to be an important aspect of provision. Student administration systems are detailed and are carried out with sensitivity. Overall, publicity is accurate and clear. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. All three centres provide a very comfortable and professional environment for staff and students. Classrooms are suitable, and Learning Resource Centres are well stocked and well managed. A wide range of interesting and relevant learning resources is available and guidance on their use is provided by competent staff. *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. Suitably-qualified staff led by a well-qualified and experienced management team provide students with a positive learning experience through well-designed courses that lead to useful and relevant qualifications. Academic management is carried out efficiently and support is available for staff and students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Course design* 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 most students for security, pastoral care and information are well met. Students benefit from well-managed student services including out-of-class activities and suitable accommodation. However, more attention should be paid to meeting the needs of those students who enrol as individuals directly from overseas, and who are not categorised as 'international students' (so not dealt with via the International Office). *Leisure opportunities* is an area of strength.

Safeguarding under 18s

Following a change of policy since the inspection the minimum enrolment age is now 18, so the section standard for

Safeguarding under 18s is no longer applicable.

Evidence

Management

Strategic and quality management	Area of strength
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.	Strength
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 The *Strategic Plan 2017 - 2020* includes a clear statement of vision and mission expressed through five themes, around maximising student achievement and responding to the needs of the community and the city. Staff are aware of and subscribe to the themes and senior managers have a true sense of how they affect ELT provision.

M2 The current strategic plan builds on the success of the previous plan and objectives are expressed as SMART targets. It has inbuilt procedures and timescales for monitoring achievement, including an annual operational plan.

M3 There is a very clear structure for the ELT operation at centre and faculty level and within the college. Continuity is secured through the HoF and the three programme managers, who have been in post for some time, and each centre's core of well-established staff. Administrative and learner support provision is equally well structured. Organograms clarify line management responsibilities and photographs of relevant staff are on show.

M7 Systems, processes and practices are effectively reviewed through annual *Quality Improvement Plans*, which inform the annual *Self-assessment Report (SAR)* for each centre and feed into the faculty SAR and ultimately to the college SAR. These cover all relevant academic and student support areas, including staff and student feedback, and review progress on action points carried forward from the previous SAR.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Not 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.	Not met
M11 There are effective induction procedures for all staff.	Met
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.	Met
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

M8 The college is in the process of merging human resources policies from the three colleges but does not as yet have a clear policy that can be made known to staff, and no staff handbook is currently available.

M10 Although the college has a safer recruitment policy, sampling exposed a number of gaps in endorsing qualifications, obtaining two references and rechecking DBS status. There is no mention of safeguarding in the hourly paid lecturer's contract/letter of agreement.

M12 Satisfactory arrangements are in place for monitoring and appraising staff. In the absence of a current staff

handbook, WKC staff rely on legacy information.

M13 There is a strong tradition of continuing professional development (CPD) in the college and it is one of the themes in the strategic plan. This is partly achieved through the eight planning and development days per year, which all staff attend. In addition, staff induction is thorough and includes a number of important mandatory modules. A TEFLQ teaching and learning coach has been assigned to the ESOL staff and is available for group and one-to-one support and for development and innovation in teaching practice.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
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

M19 There is a clear policy on student attendance, known to students and applied consistently by staff, but there have been problems with electronic registration which make data collection less efficient than planned.

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.	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main channel for publicity is the website, which presents two pathways for prospective students: the main listing of ESOL courses and a separate international section, which covers all ESOL/EFL Express courses. This route includes links to a PDF of a brochure which gives information about English language courses, IELTS preparation classes, the summer school and bespoke courses, and a separate flier giving further information about the summer school. Social media pages are also available.

M22 All requirements are met, but only Victoria and Soho centres are mentioned.

M27 Publicity gives the impression that the college arranges accommodation for all students but in reality this provision only applies to full-cost students and closed group students recruited by the International Office. Publicity states that accommodation agencies are used and that no more than four guests will be in the home but it does not mention the possibility of sharing a bedroom, the extent of services provided, or time, distance and cost of travel from the accommodation to college.

M29 The Accreditation Scheme marque used on the summer school and the courses for international students links does not have "in the UK" in the text. The correct form of the marque was seen on the draft of the revised brochure 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.	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.	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.	Strength

Comments

P1 All three centres provide very comfortable environments for students and staff. Kings Cross is a relatively new and very impressive building, Victoria has recently been refurbished to a high standard, and every effort has been made to make Soho, a much older building, attractive and welcoming.

P2 ESOL/EFL has dedicated classrooms in each centre, situated close together, sufficient in size and number, light and bright, and well furnished with comfortable seating and space for movement. Classrooms in Kings Cross and Victoria Centre are particularly well appointed.

P6 There are comfortable staffrooms in all three centres, situated close to teaching areas and resources. All permanent staff have desks, storage space and access to IT facilities. Hourly paid staff have shared spaces in the staffrooms.

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.	Strength
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.	Met
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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 Only the IELTS preparation class uses a coursebook. In all other classes, authentic, topical materials from a variety of sources are used to help students to achieve their learning aims and their qualification. Skills for life material, as well as a wealth of other published resources, are available, together with a bank of very useful tried and tested teacher-produced materials.

P8 All materials listed above are available for teachers. Teachers' resources are catalogued and issued from Learning Resource Centres (LRC) in order that they can be easily tracked. Teachers also have their own personal supplies of teaching materials.

P9 All classrooms are equipped with multi-media units; in one classroom the quality of the screen display was poor

P10 Each centre has a well-furnished, well-equipped and well-stocked LRC, much used and appreciated by students. There was evidence of a generous budget, especially for graded readers. LRCs are also the base for extension activities such as one-to-one support, small group conversation sessions, a book group and a debating society run by enthusiastic LRC staff.

P11 Students are inducted into the use of the Virtual Learning Environment (VLE) and other self-access materials by their teachers and receive on-going support from teachers and LRC staff. The VLE is an integral part of the learning experience.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
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.	Strength

Comments

T2 More than half the teachers are TEFLQ and a number have higher degrees and teaching qualifications. An ESOL literacy specialist is included in the team.

T4 The academic management team consists of the HoF and the three PMs. All are TEFLQ and have a considerable amount of teaching and management experience in the ELT area.

Academic management	Area of strength
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.	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.	Strength

Comments

T10 Annual observation of teachers by PMs is well established, clearly recorded, graded and used in appraisals. PMs are observed by the HoF. External observers monitor and report on the observation process. In verbal and written feedback, strengths are identified and areas for development noted, with a suggested action plan to be followed and checked at a later date. Areas of good practice are shared in CPD sessions. Teachers said observation was a positive and useful experience.

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.	Met
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.	Strength
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.	Strength
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 Courses are communicative and functional. They all lead to a recognised external qualification and aim to help students to live successfully in the UK.

T14 A number of innovation projects involving other departments, such as construction and hospitality, have been undertaken. Language specific to these contexts has been successfully included in the ESOL curriculum of some classes.

T15 All courses include elements of study skills development; evidence of this was seen in schemes of work, lesson plans and in observed classes. The VLE is integral to all courses and students are encouraged to use it and other self-access resources to develop independent learning skills.

T16 The ESOL Skills for life curriculum is based on enabling students to benefit linguistically from being in the UK. In addition, all courses include class visits to places of interest with built-in preparation, on-site tasks and meaningful feedback. Some interesting and stretching projects have been undertaken including working with English National Opera and a study of Victorian London.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	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.	Met

Comments

T17 Placement tests are thorough and include a diagnostic test and an interview. They are accurate as very few changes of class or level are needed. All students in the focus group meetings felt they were working at the correct level.

T18 Although there are effective ways of measuring student progress through formative assessments and an Individual Learning Plan (ILP), the electronic recording system (*Pro-Monitor*), which allows staff and student access, is not yet fully operational so the effectiveness of monitoring is reduced.

T19 The need for support is identified through the ILP and it is provided by teachers and learning facilitators in the LRC, using the VLE and other self-access resources. Completion of student action plans is checked regularly.

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All levels of ESOL, including four evening classes, and one IELTS preparation class

Comments

Although two PMs had teaching commitments during the week of the inspection, only one was teaching, and therefore observed, on the inspection days.

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.	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.	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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers provided sound models of spoken and written language; most used phonemic script to help sound recognition and word stress was indicated on the whiteboard as well as lexical class. Clear explanations of grammar were given and some useful vocabulary extension opportunities were utilised.

T24 Detailed class profiles meant that content, pacing and grading of language was appropriate to the group.

Topics were of interest, tasks were relevant to needs and differentiation was planned for.

T25 Learning objectives were clearly stated in course outlines and detailed lesson plans; they were shared with students and achievement was checked and sometimes reinforced through homework. Good staging was planned and there was smooth progression from familiar to new language.

T26 Teachers demonstrated a wide selection of techniques, all appropriate to the level of the students and their learning aims. Elicitation, concept checking, patient prompting, encouraging students to speak up, careful listening, and regular checking of understanding were seen across all classes.

T27 Some well-produced work sheets, pictures and realia added interest to lessons and aided understanding.

Whiteboards were well used with good zoning and use of colour. Data projection and audio were used well.

T30 There was a positive atmosphere in all classes, with students fully engaged in the learning process. Teachers knew their students well and were able to present topics that were of interest and situations that were relevant.

Personalisation encouraged students to make useful and valued contributions from their own experience with real exchange of information taking place. Instructions were clear and there was a good balance of teacher/student talk.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Quality ranged from satisfactory to excellent with by far the majority in the good to excellent range. Teachers were able to present sound models of spoken and written language in well-planned lessons well within the aims of the course. A range of appropriate teaching techniques and competent classroom management helped students to reinforce and extend their English language competence. Topics and tasks were interesting and relevant. Teachers knew their students well and through personalisation and encouraging and valuing student contributions, ensured a positive learning atmosphere in every class.

Welfare and student services

Care of students	Met
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.	Met
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.	Met
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.	Not met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Not met

Comments

W1 There are very robust policies and procedures, managed by the head of health and security for the Capital City College Group, and a team responsible for security on each site.

W6 There are no procedures for giving information about transport before arrival to the few individual students who come directly from overseas but who are not enrolled through the International Office.

W8 Most students are settled in the community, with a local support network. However, students enrolled directly from overseas are not routinely informed about their rights regarding medical and dental treatment through the NHS.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met

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.	Met
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 services.	Not 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

W9 Most of the requirements were well met in the homes visited. However, a table for private study was not provided in some rooms and there was no other suitable quiet study space in the house.
W11 Homes are revisited every six months and any negative feedback is followed up immediately.
W14 Homestay hosts receive information from the agency. However, the college has not ensured that all the requirements, as specified by the Scheme, are made known to and met by the agency. (See S4.)

<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

W21 Although information and advice is available if requested, students do not routinely receive information about their living in privately rented accommodation; some students in the focus group were not aware of the assistance available.

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.	Met

Comments

W23 Plentiful information is provided by the Learning Experience team and the librarians; students are encouraged and helped to take part in events and activities in the college and the wider community.
W24 Leisure activities are integrated into courses for year-round students. For the summer school there is a wide

variety of activities available, appropriate to the age of the students.

W26 Risk assessments are produced by trained staff for each event and are used to inform supervising staff of their responsibilities; they incorporate appropriate information from the *Critical Incident Management Plan*.

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 Sampling identified the following issue: in two classes photocopies of material did not include a reference to the original publication. The institution should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2002 as Westminster Kingsway College
Last full inspection	October 2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	A range of ESOL and vocational courses as part of a large Further Education College; courses leading to an internationally-recognised initial certificate in TEFL
Other related accredited schools/centres/affiliates	City and Islington College
Other related non-accredited schools/centres/affiliates	The College of Haringey, Enfield and North East London
Other accreditation/inspection	N/a

State sector

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

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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	60
Full-time ELT (15+ hours per week) aged 16–17 years	0	7

Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	410	420
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	413	487
Junior programmes: advertised minimum age	14	16
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18 (full-cost) 19 (part-funded)	16 (Summer school)
Adult programmes: typical age range	20–30	20 – 30
Adult programmes: typical length of stay	12–18 weeks	2–18 weeks
Adult programmes: predominant nationalities	Spanish	Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	24	28
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	17	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	15	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

Comments

One academic manager was scheduled to teach five hours; another was scheduled to teach three hours during the week of the inspection.

One of the academic managers was observed teaching; the other was not teaching on the days of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	10
Holding specialist qualifications only (specify)	1
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	24

Comments

One teacher holds a specialist qualification in ESOL Literacy employed specifically for that purpose.

These numbers do not include the academic managers.

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	N/a	N/a
Home tuition	N/a	N/a
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	413	0
Overall totals adults/under 18s	413	0
Overall total adults + under 18s	413	