

Organisation name	Kingston College, Kingston upon Thames
Inspection date	4–5 March 2024

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 safe, 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
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kingston College in March 2024. 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).

The English language teaching department of this college of further education offers courses in general English for adults (18+).

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

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

Introduction

Kingston College is a member of the South Thames Colleges group, the result of a merger with three other colleges (Merton, Wandsworth and Carshalton). ESOL, which did not fall within the scope of the inspection, is offered by all four colleges; EFL is only offered at Kingston. At the time of the last inspection, EFL was part of the School of Creative Industries; it is now part of the smaller School of Foundation and Intermediate Learning and Employability (FILE).

The inspection involved two inspectors and took two days. Meetings were held with the head of school, the deputy head of school and head of section (Foundation and Intermediate Learning and Employability), the team leader responsible for EFL, the vice principal, the head of quality, the head of student services, the head of learning resources and a member of the Learning Resource Centre (LRC) staff, the facilities manager, three administrative officers, and two staff from the Human Resources department. Focus group meetings were held with students and teachers, and four of the five teachers scheduled to teach during the inspection were observed.

Address of main site

Kingston Hall Road, Kingston upon Thames KT1 2AQ

Description of sites visited/observed

All EFL teaching takes place in the main college building in Kingston Hall Road, close to the centre of Kingston and public transport links. The front section of this building has recently been remodelled to provide a large atrium with seating areas and ground-floor access to all major services relevant to EFL students: reception, EFL administrative staff office, security, student services, a large café, and lifts. The LRC is on the first floor, EFL teaching rooms on floors 1–3, and two EFL staffrooms on floors 1 and 2.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English is offered on a full-time (15 hours per week, mornings) or part-time basis (six hours, mornings or four hours, evenings). Part-time students form the majority.

Management profile

The deputy head of school, who is responsible for ESOL and EFL, as well as other curriculum areas, reports to the head of school. The EFL management team consists of the deputy head and the team leader, ESOL and EFL.

Accommodation profile

No accommodation is provided by the college. All students are staying with their own families or are in privately rented accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Communication and staff feedback systems are very effective but plans for the future of the department are insufficiently detailed. Staff management systems are particularly well managed, and student administration is both efficient and highly supportive. Publicity is

mostly appropriate, but information on costs was not always easy to locate. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a very safe and comfortable environment for both staff and students. Signage is very helpful, and the onsite cafeteria provides a good range of food and excellent service. Teacher resources are plentiful and well organised, and students benefit from a welcoming learning resource centre. *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. The professional profile of the team is fully appropriate, and effective academic management systems are in place. Course design is based on very clear principles, and students receive excellent support in their learning. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care is well provided for by a dedicated and well-qualified team. Respect and inclusivity are central to the ethos of the college. The leisure programme is varied, well-resourced, and popular with students. *Care of students* and *Leisure opportunities* are areas of strength.

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.	Met
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.	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.	Strength
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.	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.	Met

Comments

M2 Objectives are insufficiently detailed with regard to timeframe and individual responsibilities.
M3 The structure of the EFL operation is simple and clear, there is good provision for continuity at all times, and there has been consideration of succession planning. Staff photographs indicate roles.
M4 There is a well-established system of scheduled, regular and minuted meetings at all levels both within the team responsible for EFL and at college level. These include weekly meetings of the head of section with the deputy head, the deputy head with the team leader for EFL, and the team leader with EFL teachers.
M6 Staff feedback is sought regularly and in a number of ways: through staff meetings, the appraisal system, awaydays, and staff focus groups conducted by the Vice Principal. The team leader also keeps a note of any spontaneous feedback. Action taken is recorded and disseminated.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met

M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 Human resources services are well organised and clearly publicised, and supporting information is comprehensive. The appraisal process offers opportunities for discussion of wellbeing and development options, and staff were very positive about the college as a workplace and employer.

M10 Systems are very thorough and well documented.

M11 Good central and section-specific induction procedures are in place. Two recently employed members of staff were very positive about their induction experiences.

M12 Procedures for monitoring and appraising staff, and for highlighting good performance are excellent. Newly-employed teachers are observed twice during their probationary period; there are regular 'learning walks' to identify best practice and any areas of concern; and the college has instituted an 'awards' event to reward outstanding performance by groups or individuals. The EFL team won an award following the last inspection, and the deputy section head the award for leadership in 2022–23.

M13 All staff are very well catered for by college-wide CPD, which takes account of a wide range of needs and interests. There are also joint awaydays for colleges within the group.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Student feedback shows appreciation of helpful and supportive teachers and administrative staff.

M15 Students are given information and advice on course choice at enquiry and enrolment stages. During their course, advice is also available during individual tutorials and through termly teacher progression assessments.

M18 Systems for follow-up on student absence are clear and very detailed records are maintained of any action taken.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	N/a
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

M23 Maximum class size is not given for full-time courses. This information has now been added and this is no longer a point to be addressed.

M24 Information on costs for both full-time and part-time courses is not easily located because dispersed across several inappropriately labelled tabs: for example, fees are shown under 'Entry requirements' (and for part-time courses in more detail under 'Course structure') and refund policy under 'Additional information'; for full-time courses, leisure programme costs are indicated under 'Assessment details', but are not specified for part-time courses.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 A comprehensive range of systems and procedures is in place to ensure the safety and security of students on the premises. In addition to an electronically controlled entrance system and a clearly visible security area on the ground floor, these include daily fire escape checks, weekly fire alarm tests and termly evacuation drills. Students are required to wear lanyards.

P2 The recently remodelled front area of the building has been designed to a very high standard, with both convenience and comfort in mind. Other parts of the building, including a staff relaxation room and WCs for male students, are in need of refurbishment; this has been recognised, and plans to undertake this work are in place.

P4 There is a large, centrally located cafeteria offering a good variety of hot and cold food at reasonable prices. Comfortable, modern seating is available in public areas.

P5 Signage is excellent throughout. In addition to that on walls in the main public areas and corridors, this extends to lifts and, on enrolment days, to removable signage on floors. Noticeboards are appropriately located and well maintained.

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

Comments

P8 A wide range of physical and digital learning materials is available. Teachers have individual computers and good access to copying and printing facilities.

P9 Educational technology in classrooms is well maintained. Teachers in the focus group were very appreciative of the prompt support, when needed, from IT staff.

P10 The LRC is clearly organised and provides good support for independent learning. Students are given an induction to systems and resources by a staff member or their teacher and were very positive about the advice and support available.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the college's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
T9 Observation and monitoring of teachers' performance is thorough and varied. TEFLQ managers carry out twice-yearly formal observations on which constructive detailed feedback is provided, as well as learning walks and drop-in observations. Newly employed teachers are observed twice during their probationary period, but college systems do not require the first of these observations to be conducted within two weeks of the start of their employment. T10 There is wide-ranging formal college CPD provision based on needs analysis and feedback from stakeholders. In addition, teachers have access to teaching and learning coaches for individual support, and there are regular CPD sessions tailored to the perceived and expressed needs of the EFL teaching team.	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Detailed guidance is available for teachers in the form of syllabi and communicative achievements expected at each level, and additional information is provided in the Teacher's Handbook.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength

T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T15 Placement procedures are robust and well established. Students' needs (for EFL/ESOL) are assessed at enquiry/enrolment stage, and placement then determined through formal testing and an interview with the deputy section head.

T17 There are effective systems for helping students to identify their learning needs and provide individual support. Initial diagnostic tests serve to establish strengths and weaknesses and form a basis for target-setting and monitoring during individual tutorials.

T18 Excellent support is provided by both the Careers Service and individual teachers for students wishing to progress to mainstream education. This includes help with UCAS applications, interview techniques, and advice on funding.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English (mornings), full-time and part-time.

Comments

Of the ten teachers, including the team leader, scheduled to teach during the week of the inspection, only five were timetabled for the two days of the inspection. One of the classes currently has only one student, who was unable to attend on the day that class was to be observed. All teaching is face-to-face.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

Comments

T19 Teachers' language was generally well tuned to students' level and good models and explanations were provided in most cases.

T20 Lesson content was clearly aligned with course objectives, made relevant reference to the local environment, and took good account of both group and individual needs.

T21 Learning outcomes, where seen, were for the most part appropriate, and planned activities coherent.

T22 A range of techniques was seen across lessons. These included differentiation/stretch and challenge, a focus on autonomy and the encouragement of inductive processing, elicitation, drilling of new vocabulary, and careful preparation for tasks.

T23 Teachers used classroom technology and other materials, adapted where necessary, confidently and competently. In the best lessons, student seating had also been taken into account and student-student interaction was well handled.

T24 Teachers used praise judiciously, and typically provided instant feedback on errors.

T25 Checking on learning was thorough but confined to the activity stage.

T26 In general, teachers were patient, encouraging and supportive, and students in most classes appeared fully engaged.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
W5 Students receive advice on relevant aspects of travel to and life in the UK.	N/a
W6 Students have access to adequate health care provision.	Met

Comments

W1 A comprehensive emergency plan is in place and very effective use is made of both online platforms as well as noticeboards to ensure that relevant elements of the plan are made known to both students and staff.

W2 The provision of pastoral care is excellent. Explicit policies are in place and mental health first aid training is widely available. Students can access help through a range of channels including the students support office and the enrichment programme; this programme includes provision for the neurodiverse, mental health for men, as well as the LGBTQI+ community.

W3 Robust policies are in place to promote tolerance and respect. Information is widely available via a range of media, and specific activities are run to foster an atmosphere of tolerance and inclusivity. The student support office and the student council work closely together to support this.

Accommodation (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

No accommodation is offered.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

N/a

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in this subsection is fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W20 The college provides a very full and varied programme. This includes social, fitness, DJing, mindfulness, and internal theatre events. Feedback from students in the focus group was very positive.

W21 The programme is well resourced both in terms of personnel and facilities which include a gym, enrichment centre, dance studio and theatre space. Teachers take their classes on excursions every term.

W23 Staff are given clear guidelines and support, and both the sports hall and gym are staffed with qualified personnel.

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	2003
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	A wide range of full-time and part-time courses in further, higher and adult education. ESOL provision for 16–18s and adult learners.
Other related accredited schools/centres/affiliates	N/a

Other related non-accredited schools/centres/affiliates	Merton College, South Thames College in Wandsworth and Carshalton College; other parts of the South Thames College Group.
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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/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	October
Full-time ELT (15+ hours per week) 18 years and over	5	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	52	70
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	57	85
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	11–22 weeks	11–35 weeks
Adult programmes: predominant nationalities	Spanish, Iranian, Turkish, Brazilian, Argentinian	Spanish, Iranian, Turkish, Brazilian, Argentinian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	10	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	3 (varies)	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	

The team leader was scheduled to teach two hours of EFL during the inspection period.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	9
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	10
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	19	N/a
Staying in privately rented rooms/flats	38	N/a
Overall totals adults/under 18s	57	N/a
Overall total adults + under 18s	57	

Points to be addressed **[this is removed from published version]**

Management

M2 Objectives are insufficiently detailed with regard to timeframe and individual responsibilities.

M24 Information on costs for both full-time and part-time courses is not easily located because dispersed across several inappropriately labelled tabs: for example, fees are shown under 'Entry requirements' (and for part-time courses in more detail under 'Course structure') and refund policy under 'Additional information'; for full-time courses, leisure programme costs are indicated under 'Assessment details', but are not specified for part-time courses.

Teaching and learning

T9 College systems do not require the observation of newly employed teachers to be conducted within two weeks of the start of their employment.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 3 January 2025. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.