

Organisation name	Pembrokeshire College, Haverfordwest
Inspection date	10–11 April 2019

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 six months to demonstrate that weaknesses in M24 and M27 have been addressed.

Summary statement

The British Council inspected and accredited Pembrokeshire College in April 2019. 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+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic staff profile, course design, teaching, care of students, and safeguarding under 18s.

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

Introduction

Pembrokeshire College provides further education (FE) for the county as a whole. It has a main campus in Haverfordwest, a marine engineering and information technology centre in Milford Haven, and an equine centre five miles from the main campus. There are also outreach centres across the county offering adult education courses. The main campus offers courses for 14–19 year-olds, and adults, across the FE curriculum, including the Welsh Baccalaureate, and HE courses, degrees, foundation degrees and HNDs and HNCs. Since 2017 it has had an A-level centre with approximately 200 students to whom it offers 26 A-level subjects. Overall the college employs 450 staff and caters for more than 10,000 students, of whom about 2,000 are full-time. The college has a skills partnership with the University of Wales Trinity Saint Davids.

Two inspectors carried out the inspection over one and a half days. They held interviews with the deputy principal, the skills curriculum area manager and the international academic co-ordinator, and had discussions with the head of safeguarding and learner services, the marketing and learner recruitment manager, the quality learning and teaching manager, and the HR manager. The inspectors had a brief meeting with the newly appointed principal, who had been the acting principal. They held a group meeting with EFL teachers and a learning coach, and another meeting with the sole international student. Both inspectors observed the only teacher timetabled to teach during the inspection. One inspector visited one homestay.

Address of main site/head office

Merlin's Bridge, Haverfordwest, Pembrokeshire SA61 1SZ

Description of sites visited

The main campus on the edge of Haverfordwest is spread over three modern buildings. The most recent of these, opened in September 2017, is an award-winning construction centre where industry and sustainable-energy related courses are offered. The college facilities include a study centre, a theatre, a sports hall, a cardio fitness suite, hair and beauty salons, and a nursery, as well as a shop, a coffee shop, a training restaurant and a refectory.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The EFL team provide four hours per week of English language support for international students studying an A-level programme. This includes preparation for IELTS. It is known as international academic student support (IASS). As part of this, international students get two extra hours of subject-specific support with their subject tutors.

Management profile

English as a foreign language falls within the Faculty of A-levels and Skills. It is not a distinct department within the faculty but is managed by the head of faculty, and the skills curriculum area manager who also has responsibility for courses in other areas. The day-to-day operational management of the EFL provision is carried out by the international academic co-ordinator. The member of the senior leadership team who has responsibility for international provision is the deputy principal.

Accommodation profile

The college offers homestay accommodation only to international students. At the time of the inspection one student was in homestay, and one homestay host was on the accommodation register. The college has had more registered homestay providers in the past and is confident of being able to recruit new providers when required. The homestay inspected was within fifteen minutes walking distance of the college, and offered full board and shared use of the bathroom.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The college has very clear objectives and well-structured plans to achieve them. Feedback is gathered systematically, and it is used well to enhance the provision. Approaches to managing and developing staff are very sound. Student administration is carried out sensitively and efficiently. Publicity is generally satisfactory, but some areas require improvement. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college buildings are attractive, some are innovative, and all are conducive to work, study and relaxation. A variety of food outlets provide a choice of meals and snacks at reasonable prices. The learning resources are satisfactory and cater for the needs both of students and teachers. The study centre is a first-rate facility. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff is of a high standard, and teachers benefit from good support and guidance. Courses are very well designed and effectively structured to promote learning. Learners are well managed. 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. Students study in a safe and secure environment and are cared for in every way by competent, informed and caring staff. Accommodation is carefully chosen to meet the needs of the students, and there is good communication between the college and homestay providers. Leisure opportunities are available and international students are encouraged to take up the opportunities offered. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A comprehensive safeguarding policy and a set of practical procedures are in place to ensure that students and parents are aware of the level of care available, and that staff and others who might come into regular contact with under 18s are trained and aware of their responsibilities. Close contact with parents/guardians is maintained. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	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.	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.	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 goals, core values and beliefs are clearly stated, and the college's mission derives from them. Managers show a clear understanding of how these goals and values are integral to the international provision and to its future development. Staff contributed to a re-evaluation of the mission statement in the last academic year,

and quotations from the values and beliefs form part of the interior decoration of communal areas, so they are widely disseminated.

M2 Strategic and operational plans set out six clear objectives which are detailed and tenable. All aspects of the College's provision are covered, and measurable outcomes within specific time frames are identified. Progress on implementing actions related to each of the objectives is closely monitored by an assigned manager. Objectives relating to the international operation are modest and realistic.

M4 Communication channels between the ELT operation and the wider college are carefully structured and very effective, especially given the respective sizes of the provision. There is a schedule of minuted meetings within the faculty and within the international team ensuring regular communication between senior managers, subject specialists and teaching staff. These formal meetings are supplemented well by productive day-to-day informal contact.

M7 Self-evaluation through the college's newly introduced three-year quality cycle, currently in its second year, are thorough and regular. Measures to review and improve academic matters are becoming well established and effective. Input into the process originates from a wide range of sources including feedback from the Learner Voice and classroom observations made during Learning Walks.

Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	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

M12 Arrangements to appraise staff performance are extensive. Managers meet each member of staff regularly to review job descriptions and performance, and set targets, which may be linked to continuing professional development (CPD). The international academic co-ordinator role was re-instated as a result of the appraisal process.

Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Area of strength 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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff work to high service standards. A resulting high level of satisfaction was reported with the service she received both before, during and after enrolment, by the sole international student.

M15 When students are at the college advice on course choices in relation to A-level study is readily available, and the website provides in-depth information prior to arrival. Students receive continuing advice through their regular tutorials with both their academic tutor and their pastoral coach.

M19 There is clear information to students on what is expected of them, available in many places and various media. Attendance and punctuality is very closely monitored by the marketing manager. Any issues are addressed directly, in a timely fashion.

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.	Not 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.	N/a
Comments	

The website is the college's primary medium for publicity. There is an international prospectus which can be downloaded from the website.

M24 The publicity does not give precise detail of the number of hours taught per week ('15–20 lecturing hours'), or the times of classes. There is no information on non-teaching days during the course, or the minimum enrolment age.

M26 Met, but very little is made of the excellent provision in this area.

M27 The term 'host family' is used rather than the preferred 'homestay'. Many of the required details are lacking, such as the number of students accommodated in a homestay and services offered.

M29 No claims are made.

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.	Strength
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 Rooms, public areas and corridors are spacious, as are external areas. The main building is in a good state of repair, cleanliness and decorative order; it is clearly well maintained. The atrium in the main building, off which the corridors with offices and teaching rooms open, provides a central focal point for the college. The college has won awards for carbon reduction and space efficiency.

P2 Classrooms are comfortable and quiet, spacious, well lit, flexibly furnished and well equipped. The standard of other learning areas, such as the study centre, is high.

P3 There is ample room for relaxation, with a large open-plan refectory and a quieter student-run bistro.

P4 The refectory offers a good range of food at very reasonable prices, and drinks are discounted if clients bring their own mugs. There is also a café run by a well-known chain, and a shop. International students are given vouchers, accounted for in their annual fee, to spend on lunch. Free drinking water is available throughout the building.

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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Classrooms have up-to-date interactive whiteboards or other digital display technology. Teaching staff have received effective training in their use and can request further one-to-one tuition. Responsive, on-site IT support is readily available.

P10 The study centre is spacious and well equipped, with quiet and silent zones, and ample computer work stations. Considerable support and guidance in its use is provided to students. There is a very satisfactory stock of EFL reference material, language practice books and graded readers, supplemented by resources on the VLE.

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.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T3 Members of the teaching team have a broad, relevant range of experience between them. This encompasses both English for academic purposes and general English, as well as GCSE and A-level.

T4 Both academic managers are TEFLQ and, although both have considerable EFL experience, they have complementary skills in relation to EFL and A-level provision, so make a strong team. One is completing a Masters in Applied Linguistics.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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

T6 This criterion is met. At present with only one international student this process is simple, but if the provision were to grow, as is the aspiration, it would become very complex. The inspectors judged that sufficiently robust systems are in place to ensure effective timetabling in the longer term.

T7 Sound hand-over procedures are prescribed, and pre-prepared lesson plans are available as a fall-back.

T8 There is currently no continuous enrolment, though this had been a feature in the past; there are suggested strategies in the teachers' handbook to deal with it.

T10 Observation and monitoring of teaching are thorough, and comprise three different procedures with different objectives, and different personnel. Written feedback from formal observations undertaken by the international academic co-ordinator this year was helpful, and action points clear and appropriate.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Met

Comments

T11 The course is designed, firstly, to underpin the English language skills of the student's main A-level programme and secondly, to prepare students for the Academic IELTS test; as such, the course design is thorough and principled. Handbooks for teachers, and the shared VLE drive, contain comprehensive syllabuses, together with detailed guidance on their use.

T12 Arrangements to review the design of courses are extensive and well structured. They include suitable consideration of feedback from students, teacher focus groups and results of mid-term tests. All courses are formally reviewed annually. In addition, EFL and A-level staff, and the student, evaluate informally on a week-by-week basis.

T13 Aims, objectives, and details of assessments are available to students via the student handbook, and are personalised by the use of the second person 'you'.

T14 Students currently study up to three A-level subjects through the medium of English, thus gaining considerable exposure to, and contextualised use of, language in their chosen fields. They also develop active and receptive skills through interaction with their Welsh class-mates.

T15 One of the main objectives in the course design is 'to develop key skills for university life and further academic study', so study and learning strategies are integral to the course design. They are supported by materials on the VLE, and by a wide range of resources in the study centre. The scheme of work does not identify study strategies explicitly as such, though they are present.

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.	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.	Strength

Comments

T19 Learning support is readily available. The course includes two hours of additional support for students' main programme content, and the EFL input is itself language support. If a student has special educational or additional learning needs, more specialised learning support is accessible.

T22 Students are very well supported in this area. As well as advice from subject specialists, EFL staff, and learning coaches, students have access to the admissions and careers co-ordinator who has specialist skills and extensive experience in this area, and is able to assist with advice, information and guidance with writing personal statements.

Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	IELTS preparation

Comments

Only one class was taking place in the week of the inspection as the student was leaving for home just before the beginning of the vacation. There were therefore three atypical features of the classroom observation in a further education college: the teacher was aware of when the inspectors would observe, it was a one-to-one lesson, and anonymity cannot be preserved in the comments below.

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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
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 The lesson involved analysis and correction of the student's mock IELTS test, and was therefore quite wide-ranging. The knowledge displayed by the teacher of both systems and skills was of a high standard and she had a sound ability to mediate it for her student. Clear and accurate models of spoken and written English were provided.

T24 There was an elegant correlation between the course objectives and the content of the lesson. The student profile was detailed and showed many insights into the learner's strengths and weaknesses, and this was strikingly reflected in the design of the lesson, which very precisely addressed her needs.

T25 The teacher had indicated lesson outcomes on the board, and she continued to share these with the student as the stages of the lesson evolved, which gave the lesson a purposeful impetus. Both segments observed progressed logically and were part of a coherently developing lesson.

T26 A wide range of appropriate techniques was seen, including the ability of the teacher to limit the inevitably high teacher talk in a one-to-one lesson. There was also skilled elicitation and questioning, focused monitoring, and sensitive exploration of grammatical, lexical and phonological errors. In addition, the teacher encouraged and prepared the student to work independently.

T27 The flip chart was used effectively to record longer-term information, and the interactive whiteboard/data projection facility had been planned as central to the lesson, in order to display the student's written work. It was employed confidently and very productively.

T28 The segments contained lots of targeted feedback. There were systematic ways of dealing with error, which were generally effective but particularly so in relation to improving the learner's writing skills.

T29 Checking activities were integrated into the lesson, and the teacher ensured that the student was able to articulate generative strategies which she could apply when she next tackled a similar question.

T30 The student was thoroughly engaged in the learning and appeared to be making good progress. The atmosphere in the classroom was relaxed but highly focused.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was excellent. Knowledge of the linguistic systems of English was very sound. Lesson content was utterly relevant to the needs of the student and led to clearly targeted learning outcomes. Teaching techniques were varied and appropriate, and fully engaged the learner. Appropriate feedback was provided, and there were opportunities to evaluate learning. The teacher was sensitive to the student's individual needs, which resulted in a positive yet challenging learning atmosphere.

Welfare and student services

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

W2 Expert advice has been taken in the creation of a clear and detailed major incident procedure. The key features are shared with students at induction, on the VLE and on posters. Students discuss aspects of this policy in tutorial groups. Safety and security is central to the ethos of the college.

W3 Students benefit from a very high level of pastoral care from all staff and especially from their personal tutor, who regularly checks general well-being as well as academic progress. Posters and information relating to all aspects of student welfare are displayed prominently, and the various types of specialist support are clearly described in the student handbook.

W4 The ethos of the college is one of respect, tolerance and an appreciation of diversity. Policies are clear and well publicised and students are encouraged to engage with and debate the policies with pastoral staff.

W6 Clear information about different ways of travelling to the college is presented on the website. All international students are met in person at their point of entry to the UK and escorted to the college.

W7 All requirements are fully covered through pre-arrival information, induction and in the student handbook. Important information is reinforced during one-to-one meetings with the personal tutor. Specific information is prepared for individuals depending on age and likely interests.

W8 Students are fully informed of their rights with regard to access to healthcare. In the first days of arrival, students are accompanied to register with a local GP practice.

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.	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

W11 Accommodation is inspected formally at least once a year, and other visits take place more frequently than this. A comprehensive checklist is used to inspect accommodation; all records seen were up to date. There are clear and effective channels of communication between the college and the homestay hosts, and the host visited spoke highly of the good working relationship with the college.

W12 Very clear and detailed information is sent confirming allocation of accommodation, including a good profile of the homestay provider and details of travel from the homestay to college.

W13 The very good pastoral care and frequent tutorials mean that if students experience any issues with their accommodation, these are picked up immediately and dealt with.

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

Comments

All criteria in this area are fully met.

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

Comments

All international students are accommodated in homestay.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 Although there is no organised leisure programme provided specifically for international students, there are many sport, leisure and social opportunities in the college, and they are encouraged to participate at no extra cost. Bespoke leisure programmes are organised for closed groups.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there was one under 18 student on an adult course.

S1 A comprehensive safeguarding policy is in place, setting out clear guidance for all involved, with named staff and individual responsibilities identified. Safeguarding is taken extremely seriously by the college; senior staff are leaders and advisors in education in Wales in safeguarding best practice.

S2 The safeguarding policy is made known to all who come into contact with the college. All staff and homestay hosts receive mandatory safeguarding training, which is regularly updated.

S5 Clear arrangements are in place to ensure the supervision and safety of students. Attendance is checked regularly throughout the day; if a student is absent there are systems in place to trigger immediate action. All international students, regardless of age, are identified as students for whom there is an enhanced duty of care, which means their safety and well-being is a priority.

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	October 2003
Last full inspection	January 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education College
Other accreditation/inspection	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 and not visited	N/a

Student profile	At inspection	In peak week: (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	0	N/a
Full-time ELT (15+ hours per week) aged under 16	0	N/a
Part-time ELT aged 18 years and over	0	N/a
Part-time ELT aged 16–17 years	1	N/a
Part-time ELT aged under 16 years	0	N/a
Overall total ELT/ESOL students shown above	1	N/a
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	16–17	16–17
Adult programmes: typical length of stay	2 academic years	2 academic years
Adult programmes: predominant nationalities	N/a	N/a

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

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2
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	0	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	1
Overall total adults + under 18s	1	

Points to be addressed

Points which must be addressed within six months

Management

M24 The publicity does not give precise detail of the number of hours taught per week, or the times of classes. There is no information on non-teaching days during the course, or the minimum enrolment age.

M27 The term 'host family' is used rather than the preferred 'homestay'. Many of the required details are lacking, such as the number of students accommodated in a homestay, services offered, and estimates of the time, distance and cost of travel from the accommodation to the College.

Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must 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 for future inspections.