

Organisation name	King's Foundations, King's College, London
Inspection date	14–16 March 2022

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited King's Foundations in March 2022. 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).

This large English language teaching department of this university offers courses in academic and professional English for adults (18+) and young people (16+) in university premises and online.

Strengths were noted in the areas of strategic and quality management, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

Introduction

King's College London is a large university with five London campuses and students from around 150 countries. King's Foundations (KF) operates across the university and sits within the recently created School of Professional and Continuing Education (PACE). Its key purpose is to facilitate the entry of international students to the university, predominantly by providing routes into undergraduate and postgraduate programmes. The interim director of King's Foundations has been in post since 2021 when the previous director became executive director of PACE.

Interviews for the post of director of King's Foundations were taking place at the end of the week of inspection. The interim director is supported by the head of operations and an academic management team consisting of the head of International Foundation Programme (IFP), the head of Pre-sessional and Short Courses (PSE) and five programme co-ordinators.

The inspection took three days with three inspectors; one of the inspectors attended meetings virtually and two visited the university in person; one inspector observed classes only. Meetings were held with the executive director of PACE, interim director of KF, head of operations, head of PSE, head of IFP, five programme co-ordinators, education manager, head of undergraduate admissions, head of course information for student lifecycle systems, business support manager, head of human resources operations, student experience manager, technology enhanced learning (TEL) manager, director of student residences, associate director of residences, director of community business services, lead safeguarding officer, senior tutor with responsibility for safeguarding, head of campus operations, associate director King's academy, education and students' strategic director, head of curriculum and liaison and two members of the marketing team.

Focus group meetings were held with teachers and students. Inspectors observed 37 teachers out of the 40 timetabled during the week of inspection. No teaching was allocated to three teachers. All modes of delivery were observed: online, face to face and 'hyflex' (students attending online and face to face). One inspector toured the KF premises and visited one of the university residences.

Address of main site/head office

King's Foundations, King's College London, Bush House South East Wing, 30 Aldwych, London WC2B 4BG

Description of sites visited

King's College London occupies five campuses in London, and this inspection included various parts of the Strand Campus. The Strand campus incorporates a string of interconnected buildings on and adjacent to the Strand itself, as well as the Bush House buildings, where King's Foundations is situated and the Maughan Library in nearby Chancery Lane. The Waterloo Campus is approximately 20 minutes away on foot and includes the Franklin Wilkins Building (FWB) and the James Clerk Maxwell Building, as well as a building with student accommodation. King's Foundations is located on the sixth floor of the south-east wing of Bush House and is reached by lift or stairs. A student-facing reception area alongside two large open-plan office spaces can be found on this floor. There are also two kitchens, a staff social space and a number of classrooms. On the fifth floor there is a dedicated space exclusively for the use of King's Foundations students. Access to classrooms, but also a social space with kitchen facilities and a dedicated computer room can be found on this floor. There are noticeboards and plasma screens on both floors. Students and staff also have access to the various social, study, and catering spaces available across the Bush House buildings and on other King's Campuses.

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 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 checked="" type="checkbox"/>	<input checked="" 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 pre-sessional programme is the largest programme and runs from May to September, with six, eleven and 16-week courses. The King's International Foundation (KIF) programme runs during term time. Both include EAP and, in the case of KIF, a range of English language input to support main studies. In-sessional support is also offered to students during term time and the department offers embedded academic skills support to other areas of King's College.

Management profile

The interim director of KF reports to the executive director of PACE. She reports to the vice president (education) and senior vice president (operations) of the university. They in turn report to the president and principal. Heads of programmes in KF report to the interim director; teaching staff report to their line manager. The head of operations currently reports to the executive director of PACE; in future she will report to the director of KF once the role has been filled permanently.

Accommodation profile

The college offers residential accommodation only. It owns or manages 12 residences. The residences vary in location, type and cost and most are within easy reach of King's campuses. One residence was visited occupied solely by King's students, including under 18s. All residences offer ensuite rooms in flats of five to nine rooms with a shared kitchen. Under 18s are accommodated in just two residences and do not share flats with over 18s. All residences contain leisure areas and sporting facilities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The university has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are carried out with care and attention to the needs of the students. Staff are managed well and encouraged to develop professionally. Publicity is mostly 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. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are extensive resources available for staff and students. Guidance on the use of these resources is provided where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a highly-qualified and experienced academic management team. Course design is regularly reviewed and students are encouraged to become independent learners. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There are very good systems for ensuring safety and security. The residential accommodation provided is good, and there are well-established systems for maintaining standards. Although there is no leisure programme just for KF students, students are made aware of the wide range of leisure opportunities available across the university and within King's residences. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. The Safeguarding Policy is of good standard and used in a dynamic way with ongoing review. There is an appropriate level of supervision both in and out of class and students are well looked after in the accommodation provided. There are appropriate methods in place to ensure contact with parents or guardians as required. However, there were not two references on file for all staff who might have contact with under 18s.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Report expires 31 March 2027

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.	Strength
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 university's goals and values are clear, widely disseminated, and have been created with staff engagement. They are very well understood by managers and have steered and informed the work of KF. The PACE and KF strategy and implementation plan is fully aligned with these goals and values.

M2 There are clear and ambitious plans for the future of PACE and KF both locally and internationally, taking current pandemic circumstances into account. Objectives are realistic, and progress towards achieving them is measurable.

M3 The structure of King's Foundations is clear and works very well. Continuity is ensured at all times as the course co-ordinators, the heads of programmes and the interim director can deputise for each other. Dedicated administrative and student support staff add to the overall quality and coherence of provision.

M5 A comprehensive variety of means of collecting feedback from students is used by the university and KF, including individual tutorials, regular surveys at key points in programmes, regular staff-student liaison committees and the system of student representatives. Dedicated staff have responsibility for student feedback and surveys. All feedback is analysed and feeds into course reports to inform future planning.

M6 Staff feedback and concerns are raised through various channels and committees, including course and centre meetings, regular question and answer sessions, at appraisal and informally at any time. Teachers in the focus group felt that management was generally supportive and approachable but that some of their concerns, such as workload balance and large class sizes, were not being addressed.

M7 All aspects of provision are reviewed frequently and consistently as part of the overall quality systems of the university and KF's own developing quality systems: student feedback, personal tutorials, staff feedback and close monitoring of courses ensure that quick action can be taken to review and adapt as necessary. The self-evaluation against inspection criteria has been fully integrated into KF's quality review cycle.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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 A comprehensive suite of human resource policies is in place, including support for flexible working, equality, diversity and inclusion, managing leave, parents and carers, sickness and wellbeing. The policies are clear and available on the staff intranet.

M10 Although recruitment procedures in general are clear and well managed, there were not two references on file for all staff.

M11 Detailed and thorough induction procedures are in place both for new permanent and sessional staff. PSE staff receive comprehensive pre-course induction with additional online support materials. Course co-ordinators and leaders, as well as permanent tutors, provide support through regular meetings and mentoring of new staff members. A buddy system is in place to provide additional support. Staff in the focus group commented favourably on induction.

M13 The university is committed to continuous professional development (CPD) for all staff, evidenced by the paid induction days for new staff, the various formal and informal meetings and KF's own internal CPD programme. CPD is built into induction weeks for PSE staff. Funding is available to help staff upgrade their qualifications and support is given to staff to undertake projects and present at conferences to enhance their academic profile. A menu of university-wide CPD is open to all staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not 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 Administrative staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in KF and the wider university.

M15 Pre-course information and advice for both pre-sessional and KIF students, is abundant and clear on the website. Students receive very good personalised support and guidance whether they are attending in person or accessing courses remotely. Once enrolled, students have access to specially designed pre-arrival pages on King's e-learning and teaching service (KEATS), for their specific programme of study.

M18 Records viewed appeared satisfactory and there are good procedures in place to ensure students regularly update their contact details. Currently, the university does not record whether the emergency contact speaks English.

M19 The attendance and engagement policy is clear, explained to students at induction and included in the student handbook. There is a 'Raising Concerns' process for staff to ensure that any problems students may have with attendance or engagement are spotted quickly and acted on.

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.	Strength
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.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the King's college website with downloadable guides for specific programmes.
M22 The website includes very clear descriptions and photographs, as well as video tours and interviews with key staff and alumni.
M24 Information on the maximum class size for both pre-sessional and foundation courses was not clearly stated on the website.
M27 Information on all aspects of accommodation provided by the university is very clear, accompanied by video tours of individual residences, student testimonials and descriptions of what is provided.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength

Comments

P1 Premises are extremely clean and well maintained in all areas. There is ample space for both staff and students, and excellent provision for students outside class time. The wider campus provides additional, attractive outdoor space and seating areas.
P3 Facilities and spaces for students to congregate, relax and consume food are generous, varied and welcoming.
P4 Free drinking water is available in all buildings. There are various food outlets on campus offering plentiful options at very reasonable prices.
P6 Staff have access to a large comfortable area equipped with workstations, lockers, seating areas and a kitchen. There is a generous amount of space for work and preparation, as well as relaxation and socialising.

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.	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.	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 Learning resources for students are excellent. All course-related material is available to them on KEATS with plenty of additional materials to work independently.
P8 Resources for teachers are also excellent and plentiful. Staff work on developing new materials, creating banks of up-to-date resources available to all. Teachers in the focus group spoke very highly of the resources available to them.
P9 There is a very good range of educational technology in classrooms, which is well maintained. A helpdesk is easy to contact and responsive, including providing technical help to staff working from home.
P10 Developing students as independent learners is central to the work of KF. KEATS is an integral part of students' courses and is used regularly and effectively by teachers and students. The various libraries and study areas are additional resources for students to use independently.

P11 Students are well inducted in the use of all resources and spoke highly of this in the focus group. The university library provides excellent training, induction and support to all users, whether in person or online.

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

T2 The majority of staff are TEFLQ and most have additional higher-level qualifications.
 T3 The teaching team has a wide range of experience relevant to the classes they are teaching. Many have masters' qualifications in appropriate subjects, as well as relevant teaching qualifications.
 T4 The director of KF, the head of pre-sessional and short courses and all programme coordinators are TEFLQ. A rationale for the head of IFP who is not TEFLQ is accepted in the context of this inspection. As the IFP has developed it has become increasingly less focussed on English and more focussed on the specialised academic content of the pathways into undergraduate degree study. The head of IFP has a teaching qualification, a postgraduate degree relevant to the programme and experience in a range of different teaching and academic management contexts. He does not teach English for academic purposes (EAP) classes, nor does he directly oversee EAP tutors or EAP modules.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Care is taken to match teachers appropriately to the courses they teach, drawing on strengths and expertise and teacher preference. Teachers are encouraged and supported to teach across the range of provision to build knowledge and expertise.
 T6 Timetabling has become an even more complex exercise because of the pandemic and the need to manage different modes of study: hyflex, face-to face, online only and students joining from different time zones. Overall this is managed very well and efficiently. However, teachers in the focus group expressed some concerns that their individual needs and the time needed to go from one building to another were not always fully taken into account.
 T7 Comprehensive procedures are in place including regular meetings of the cover committee to consider requests for planned cover. Emergency cover is built into the planning and timetabling of all programmes.
 T9 Guidance and support across all programmes is very good with a culture of collegiality being fostered rather than one of hierarchy. There are multiple levels of support including regular course and programme meetings and the buddying of more experienced teachers with newer, less experienced teachers. Teachers in the focus group commented very favourably on the usefulness of peer observation conducted prior to the pandemic, and expressed a wish for this to be started again.
 T10 A comprehensive observation process is in place and records seen were detailed, supportive and developmental.

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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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 Course design for all courses is well planned and thorough, based on clear principles directly related to students' needs.

T12 Courses are very much based on an analysis of students' needs and developed to meet their changing and future needs. Regular and thorough course review is built into course design through the formal mechanisms in place, including feedback from staff and students.

T13 Very clear and detailed course outlines are available to students on KEATS; they include all aspects of the programme including assessment and additional resources for further study.

T15 Independent learning underpins every aspect of the course design and is constantly reinforced in the classroom and in the excellent self-study resources made available on KEATS. Students undertake a number of assessments independently outside classroom time to help foster autonomy and to prepare them for their future studies.

T16 Students attending in person are encouraged to take part in wider university life and life in London to make the most of their time in the UK. Course design ensures that students develop language skills they can use immediately in the wider university context.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Students are constantly monitored, progress is assessed and recorded and students know at all times how they are progressing towards their goals. The comprehensive information about tasks, assessments and progress on KEATS means that students can evaluate and monitor their own progress, with the support of personal tutors to advise and discuss any areas of concern.

T19 Students benefit from very good learning support. They are helped to set clear targets and have structured and regular support through several different channels, including online, to identify strengths, weaknesses and progress. Early intervention ensures that students who are not engaging are given support.

T21 Detailed academic reports are produced for students progressing on to their main degree courses; transcripts can be made available to sponsors or parents/guardians of under 18s on request.

T22 All students on the IFY are being assisted to progress to mainstream education in the UK and have access to ample information and advice, including a dedicated member of staff to assist with the college and universities application process.

Classroom observation record

Number of teachers seen	37
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Number of observations	37
Parts of programme(s) observed	
Comments	

All parts of the programme taking place at the time of the inspection were seen.

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

Comments

T23 Teachers demonstrated sound knowledge and awareness, and many dealt effectively with complex patterns of language in academic discourse. They gave well-thought-out examples of concepts being discussed, provided clear and appropriate models and brought students' attention to register and appropriacy. In weaker segments, not much attention was paid to pronunciation and at times teachers' explanations of key terms were more complicated than the actual target language.

T24 In most classes seen clear profiles identified the needs of students and the lesson focus was clearly linked to their learning needs and objectives. Students with additional needs were identified as were strategies to meet these needs.

T25 Learning outcomes were made explicit to students in most cases and referred to throughout the lesson. Potential difficulties were identified and pre-empted. Learner strategies were covered well in many lessons and overall, lessons were well staged.

T26 In the best segments seen teachers employed a wide range of techniques including elicitation, nomination, asking for clarification, prompting, drilling and very good use of concept checking questions. At times teachers dominated giving students few opportunities to respond.

T27 Classes were very well managed and competent and confident use was made of online technology and tools. Teachers checked instructions carefully, paired students well and set up activities clearly. Students who tried to dominate were handled effectively by teachers, and students attending online were actively included in the lessons.

T28 Appropriate praise was offered to students, feedback was timely and integrated into all stages of the lesson and some good peer to peer feedback was seen. In the better segments teachers monitored well and were therefore able to provide constructive feedback. In weaker segments there were missed opportunities for error correction of pronunciation of key lexis and teachers relied on asking 'do you understand' rather than checking understanding.

T29 In most segments observed, tasks to evaluate learning was taking place were built into lessons, there was good highlighting of learner strategies to encourage independent learning and reference to work covered in previous lessons. There was clear evidence that students were being challenged but well supported and guided.

T30 Most classes evidenced very high levels of rapport, varied interactions and activities, and a real energy and engagement. Teachers clearly knew and valued their students, and in the best segments both teachers and students clearly enjoyed working together. In weaker segments there was too much teacher talking time, students became distracted, engagement was flat and lessons started to drag.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or better. Teachers showed sound knowledge of linguistic systems and provided appropriate models, although at times explanations were over complicated. Teaching techniques were generally varied and appropriate but in some segments seen teachers dominated, giving students few opportunities to contribute. The content of lessons was carefully chosen to meet the needs and aspirations of students. Lessons

were clearly staged and learning outcomes shared with students. Classroom management was dealt with very effectively and there was mostly a very positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Met
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 There is a specialised safety and security department which has overall responsibility for all routine checks, fire safety and evacuation procedures on King's campuses. Risk assessments are completed regularly, and KF also completes specific risk assessments relevant to all their working spaces. The use of personalised swipe cards ensures that access to all student spaces is extremely secure.

W3 The appointment of personal tutors in the first week of study is supported by a range of specialist student support across the university. Students can approach these services directly or be referred. Digital connections ensure that staff can communicate student welfare needs rapidly and effectively as appropriate. The linking of students' well-being to educational success is a key feature of KF's mission.

W7 Students receive a wide range of information about aspects of life in UK during their initial welcome and induction. This is supplemented by ongoing newsletters to ensure that all students are well informed about all the benefits and features of being a student in London.

W8 Students are encouraged to register with a GP before they arrive. However, King's NHS Health Centre is located in Bush House, allowing for easy accessibility to all medical services as required. Facts about the availability and costs of medical and dental services are made clear to students. Related guidelines are also provided by the students' personal tutor.

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

Comments

W9 Residences provide a very comfortable living environment for all students. Accommodation and leisure areas are of a high standard and very well maintained. Kitchen and dining areas are cleaned on a regular basis, including

the checking of all appliances. Detailed and comprehensive checks are carried out on termly basis to ensure that all standards are maintained to a high level. Students said they found their residential accommodation to be of a high standard.

W11 All accommodation is regularly inspected for safety and suitability. Fully documented termly checks by KCL staff are supplemented by a Universities-UK Code of Practice audit, which takes place every three years. The most recent inspection in 2021 revealed no concerns.

W12 All relevant information about residences is available on a specialised website. In addition, students sign a King's Residences licence agreement when confirming a room booking. This contains all the necessary information relating to costs and cancellation terms.

W13 Reception staff in residences are always available to deal with problems students have with their accommodation. This is supported by the system of personal tutorials, which also covers non-academic matters. Students reported that any accommodation issues had been dealt with quickly.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

<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	
The relevant criterion is fully met.	

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

W23 Students are informed about extra-curricular and social activities during Welcome Week, including those hosted by the Students' Union, which all King's students become a member of when they enrol. Weekly newsletters supplement the information provided during induction and offer an ongoing window to a very wide variety of events. Polls are carried out to investigate the popularity of events and student take-up.

W24 Kings' College collects detailed student feedback to ensure the content of the leisure offer is appropriate to the students' interests. The wide variety of choice offered both on campus and in student residences, provides a great variety of options. Students appreciated the residential leisure provision as way of enjoying themselves and making new friends.

W27 There is a very large number of professionally trained and qualified staff available to assist students in sporting and leisure activities. In addition, they monitor the safety and well-being of all students using their facilities and services.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
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.	Strength
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

KF accepts students aged 16 and above. At the time of the inspection there were 28 under 18s. Two under 18s were studying remotely.

S1 There is a clear, fully-compliant and comprehensive King's Safeguarding Policy. It is reviewed annually and this is supplemented by a safeguarding committee, which meets every three months to deal with any ad hoc issues. The policy is supported by a Safeguarding web page.

S4 There were not two references on file for all staff who might have contact with under 18s.

S7 Accommodation arrangements for students are good and very secure. For example, in student residences, there are designated welfare staff, who induct and then monitor all under 18s on an ongoing basis. In addition, standard operating procedures provide clear guidelines on the action that should be taken, when under 18s swipe card use is non-standard. Students under the age 18 are required to provide details of their living arrangements if they are not within university halls; enhanced monitoring is provided through King's Welfare & Wellbeing services.

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 2005
Last full inspection	October 2017

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	Public research university
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection	King's College London, King's Foundations, Floor 6, SE Wing, Bush House, 30 Aldwych, London WC2B 4BG. Main site address: King's College London, Strand, London WC2R 2LS
Details of any additional sites not in use at the time of the inspection	Waterloo Campus (used for approximately 15% of teaching)

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	661 (foundation)	1706 (pre-sessional + extended foundation)
Full-time ELT (15+ hours per week) aged 16–17 years	28	24
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	15 (embedded/in-sessional)	2113 (embedded/in-sessional)
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	704	3843
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–20	20–35
Adult programmes: typical length of stay	1 academic year 1–3 terms (embedded/in-sessional)	6–16 weeks (pre-sessional) 5 weeks (extended foundation) 1–3 terms (embedded/in-sessional)
Adult programmes: predominant nationalities	Chinese, Turkish, Saudi Arabian, Emirati	Chinese, Saudi Arabian, Taiwanese, Japanese, South Korean

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	40	107
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	40	
Number of academic managers for eligible ELT courses	3	3

Number of management (non-academic) and administrative staff working on eligible ELT courses	15	
Total number of support staff	0	

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	1	
Total	3	
Comments		
None of the academic managers were teaching during the inspection.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	38	
TEFLI qualification	2	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	0	
Teachers without appropriate ELT/TESOL qualification	0	
Total	40	
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	0
Private home	0	0
Home tuition	0	0
Residential – Stamford Street/Great Dover Street Apartments (owned by King's for U18s)	151	14
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	421	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	10
Staying in privately rented rooms/flats	0	2
Overall totals adults/under 18s	572	26
Overall total adults + under 18s	598	
Comments		
The total numbers for accommodation differ from the student profile because of the number of students studying remotely or in-sessional/embedded.		