

Organisation name	South and City College Birmingham
Inspection date	16–17 April 2024

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited South and City College Birmingham in April 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>The English language teaching department of this college of further education offers courses in general and academic English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management and development, premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

South & City College Birmingham (SCCB) is a college of general further education. South College and City College, both in Birmingham, merged in 2012. In 2017 the joint college merged with Bournville College.

The college has some 22,000 students and 1,600 staff and is located in eight centres and seven main campuses. It offers, through its five faculties, a wide range of GCSE, A-level, vocational courses leading to BTEC Diplomas and other vocational qualifications and has an HE centre.

The inspection took place over two days. During this time the inspectors met, together or separately: the deputy principal, the head of faculty – foundation studies, the head of school, the deputy head of school, the head of international office, the marketing director, the director of estates, health and safety.

Inspectors observed the teaching of the seven teachers and the deputy head of school who were timetabled during the inspection. Focus groups were held with teachers and with students.

## Address of main site/head office

Digbeth Campus, High Street Deritend, Birmingham B5 5SU

## Description of sites visited/observed

The Digbeth campus consists of a relatively modern building with offices and classrooms linked to a restored Victorian former primary school through a wide glazed corridor that contains catering and student relaxation facilities. The ELT operation has exclusive use of one floor of the former primary school. The campus is very central in Birmingham at less than a ten-minute walk from the city centre and its two railway stations.

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

## Comments

The college offers general English courses (21 hours per week) with optional IELTS preparation, general English with academic skills (21 hours per week) and pre-sessional English for academic purposes courses (25 hours per week) in conjunction with a number of UK HE partner institutions. All courses are advertised with a minimum age of 16.

## Management profile

The English Language School is administratively located in the Faculty of Foundation Studies. Its teachers and administrators are managed by the school's head and deputy head.

## Accommodation profile

No accommodation is offered.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management in both the college and the English Language School is dynamic and effectively targeted. Staff management and development is of a high standard and the college has commendable quality assurance systems. Student administration operates effectively. There were a number of problems with publicity some of which were addressed during the inspection. *Strategic and quality management* and *Staff management and development* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. Those parts of the college that are not modern have been well renovated and the campus as a whole is well-maintained and provides a pleasant general environment. The classrooms are well-proportioned and appropriately furnished and equipped. There is a food outlet which offers reasonably priced food, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are of a very good standard. Premises, facilities and learning resources all support the studies of students and provide a professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified, experienced and well supported by their academic managers and administrators. The course design is sound and courses are well organised, resourced, and reviewed. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Learner management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care, information, advice and support are very well met. Measures to ensure the safety of students are in place and students benefit from well-managed student services and a very appropriate and well-resourced leisure programme. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and staff undergo regular safeguarding training. Recruitment policies and procedures are appropriate in the main but criminal record checks are not updated. Parental consent forms are on file and there are student rules in place for all under 18s.

### 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.	Met
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.	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**

M2 The five year strategic plan runs from 2023 to 2028. It was developed with input from staff and students and is reviewed annually. It is very informative and is presented in a visually compelling way.

M4 There is a wide range of meetings at college faculty and school levels. These are well documented.

International team meetings are held every Friday; they include the teachers. Staff felt well informed and involved.

M5 Student feedback is obtained at the end of week one and the end of the course. In addition, two representatives per class attend *Learner Voice* meetings that are held twice a term and once during the summer, a total of seven times.

M7 Detailed *Quality Improvement Plans* are formulated annually. They include input from the *Learner Voice* meetings and teachers reported that they were actively encouraged to contribute to the review process.

**Staff management and development**

## Area of strength

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 ensures that these are up to date.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

Met

M11 There are effective induction procedures for all staff.

Strength

M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.

Strength

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.

Strength

**Comments**

M11 All staff reported that the induction process was very robust, at both college and school level. A 'buddy' system is in operation for newly employed staff.

M12 There are annual appraisals with a review of objectives after six months. Teachers commented on the positivity of the appraisal system in general. In particular they appreciated being able to share their good practice with their fellows at team meetings in a *This is what I do* slot.

M13 There is an exceptionally wide range of CPD available at all levels within the college. The school is also a CELTA training centre and the presence of seasoned teacher trainers on the staff reinforces EFL specific training opportunities.

**Student administration**

Met

M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.

Met

M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Met

M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.

Met

**Comments**

All the criteria in this sub-section are fully met.

**Publicity**

Met

M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Not met

M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The principal medium for publicity is the college website. Social media are also used.

M21 While most information is accurate and gives rise to realistic expectations, the unsubstantiated assertion the SCCB is 'one of the world's leading English language providers' is exaggerated. This was amended during the inspection so it is no longer a point to be addressed.

M23 Information on courses is accurate and useful but it is followed by a wholly misleading statement of the type of employment and likely salary students might expect on completing the course. This was remedied during the inspection so it is no longer a point to be addressed.

M25 Misleading information about where under 18s might be accommodated is given. This was amended during the inspection so it is no longer a point to be addressed.

M27 Teachers are described as 'highly qualified' when not all are. This was corrected during the inspection so it is no longer a point to be addressed.

M28 The correct version of the marque is used but associated with it is the phrase 'High Quality English Language courses'.

#### Premises and resources

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

#### Comments

P2 The older part of the campus has been well restored. Both it and the more modern section are in an excellent state of repair, cleanliness and decoration and are entirely suitable for the college's work.

P3 Classrooms provide an excellent study environment as they are very spacious and quiet, well equipped and flexibly furnished.

P4 There is a large number of water fountains and the college canteen provides good quality food at very low cost. Students arriving before a given time in the morning are offered breakfast free of charge.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

**Comments**

P7 There is an extremely wide range of wholly appropriate learning resources, both digital and printed, for students and staff.

P8 Staff have access to the same wide range of digital and printed resources: these are very well organized and easily accessible.

P9 Teachers used the educational technology in the classrooms with confidence and ease; they reported that the IT department was extremely quick to respond and to solve problems that arose.

**Teaching and learning****Academic staff profile****Area of strength**

T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.

T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.

**Comments**

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the college's context.

**Academic management****Area of strength**

T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.

Met

T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.

Strength

T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.

Met

T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.

Strength

T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.

Strength

T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.

Met

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.

Strength

**Comments**

T5 There are very robust policies and procedures in place to ensure that cover for absent teachers is always available.

T7 Teachers confirmed that inductions at both college and English language school levels were very comprehensive and effective. Teachers are assigned a 'buddy' after their induction.

T8 Teachers felt extremely well supported by the head and deputy head of school and by each other.

T10 There is a very wide range of CPD available at college, faculty and school levels. Teachers felt that the specific CPD at school level was particularly well handled and useful to them.

**Course design and implementation**

Met

T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.

Met

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Met

T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
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#### Comments

T13 There is an annual course review process that leads to *Quality Improvement Plans*. Teachers and students are closely involved in shaping these.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

#### Comments

T16 There are weekly progress tests with the outcomes mapped at both individual and class levels. Both teachers and students commented favourably on the effectiveness of this system.  
T18 Much of the school's teaching aims to prepare its students for further study within the college or elsewhere in the UK. Examination training is central in this endeavour and is handled well. A number of the teachers are or have been examiners for the principal exams in this area. Advice about further course choices is readily available in the college.

#### Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	Classes and one afternoon workshop

#### Comments

One of the classes observed was being taught by the school's deputy head. One teacher was observed twice, in a class and also in a workshop.

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

#### Comments

T19 Clear and accurate models and relevant examples were provided appropriate to the level of the students with parts of speech indicated in whiteboard notations. Models of pronunciation of individual words were given; these often included phonemic script. Teachers dealt promptly and well with student questions.  
T20 Lesson plans were based on course objectives and on very detailed student profiles with clear links to classroom activity.  
T21 Learner outcomes were expressed well and were often, but not always, shared with students at the beginning of classes and revisited at the end but some were vague and others teacher centred.

T22 A very wide range of appropriate teaching techniques was seen. These included nomination, elicitation, concept checking, very clear instructions, instruction comprehension checking and pronunciation work.

T23 Good use was made of the flexible seating arrangements, often with nominated groups and pairings. Teachers used both standard and electronic whiteboards confidently and competently.

T24 There was a good amount of immediate feedback seen and also, in the case of fluency activities, some well-chosen delayed feedback. There was also peer correction. Feedback was given promptly on pronunciation errors and was followed up with individual and group chorusing. Teachers monitored activities without being intrusive. There were planned feedback sections and regular and timely correction using a variety of techniques.

T25 Evaluation was through freer speaking activity and explicit evaluation activity. Clear reference back to stated desired learning outcomes was made in most segments with them being ticked as completed on the whiteboard in a number of instances.

T26 Students were consistently very engaged and the learning atmosphere was positive with good rapport between teachers and students. All students were constantly involved. Teachers had good voice projection and energy and varied their pace throughout the lessons.

## Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W2 There is a robust structure for identifying and managing welfare concerns. Students are very well supported in this respect and benefit from having personal tutors and academic tutorials which have a welfare element to them, as well as access to the well-resourced student support team at the college.	
W3 Policies to promote tolerance and respect are extensive and well communicated. These values are also promoted throughout the premises on noticeboards and displays and are integral to the college's operations.	
W5 An extensive range of information is made available to students on relevant aspects of travel to and life in the UK through a variety of physical and electronic media, including clear displays and noticeboards, induction sessions, handbooks, and pre-arrival documents.	
<b>Accommodation</b> (W7–W18 as applicable)	N/a
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	N/a
W8 Arrangements for cleaning and laundry are satisfactory.	N/a
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a
<b>Comments</b>	
No accommodation is offered.	



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

<b>Comments</b>	
N/a	

<b>Accommodation: other</b>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

<b>Comments</b>	
W18 A homestay agency and student residence are both recommended by the college, however, neither are monitored.	

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

<b>Comments</b>	
W19 Students have extensive information on social, cultural and sporting events in the local area, provided by a very active student union. Students are encouraged to participate in groups, clubs and events run by the wider college.	
W20 The extensive leisure programme is very well attended and receives excellent feedback. It is geared to the interests and concerns of a wide range of potential users and created with their input. The programme is varied and includes a good mix of trips, excursions, conversation clubs and academic workshops.	
W21 The leisure programme is very well managed by the deputy head of school and staffed by members of the teaching team. All trips and excursions are meticulously planned.	

## Safeguarding under 18s

<b>Safeguarding under 18s</b>		Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met	
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	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

There was one student under the age of 18 at the time of the inspection studying on an adult course. This number of under 18s is typical of numbers throughout the year.

S4 Although most safer recruitment procedures are in place, staff DBS checks had not been updated.

#### 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	March 2012
Last full inspection	March 2019
Subsequent checks/visits (if applicable)	August 2019
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training leading to an externally validated qualification.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### State sector

Type of institution	FE College
Other accreditation/inspection	N/a

#### Premises profile

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

Student profile	At inspection	Estimate at peak
	At inspection	March
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	61	73
Full-time ELT (15+ hours per week) aged 16–17 years	1	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0

Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>62</b>	<b>75</b>
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–40	16–40
Adult programmes: typical length of stay	6 months	6 months
Adult programmes: predominant nationalities	Saudi Arabian, Turkish	Saudi Arabian, Turkish
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	7	7
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
<b>Comments</b>	
None.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	4
TEFLI qualification	3
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	7
<b>Comments</b>	
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	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	20	1
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	61	1
Overall total adults + under 18s	62	

#### **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.  
The required evidence was subsequently provided.