



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION AND ENGLISH LANGUAGE COLLEGES**

MONITORING VISIT

ETC INTERNATIONAL COLLEGE

Full Name of College **ETC International College**

Address 22 – 24 West Hill Road, Bournemouth, Dorset BH2 5PG

Telephone Number 01202544164

Email Address davidjones@etc-inter.net

Principal Mr David Jones

Proprietor Mr Kambiz Parandian

Age Range 14+

Total number of students 263

Numbers by age and type of study
Under 18: 4
18+: 259
EFL only: 263

Inspection date **12 November 2013**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the UK Home Office to inspect privately funded further education colleges, including English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students through Tier 4 of the points based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features
- (iii) an investigation of the financial viability of the college or its accounting procedures
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any Action Points and Recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CONTEXT

- 1.1 ETC International College is a privately owned school offering English language courses to adults, juniors and executives. Situated in Bournemouth, the school occupies four large adjoining and interlinked properties. The school is managed by the principal who reports to the director.
- 1.2 The school aims to offer good value, high quality courses in an ethical manner. Courses cover six levels of general English from beginner to advanced, as well as a range of courses in English for specific purposes. Enrolment is continuous, with new students arriving weekly and assessed on arrival.
- 1.3 At the time of the inspection there were 263 students, with an even mix of male and female students; none have English as a first language. There were four students aged between 16 and 17, three students attending on Tier 4 visas and five students with special educational needs or disabilities (SEND). Students come from a wide range of countries including Libya, Korea, Spain, Turkey and Saudi Arabia.
- 1.4 At the previous inspection of 27 to 29 October 2012 the language school was judged to exceed expectations. The recommendations from the previous report are:
 - Improve the system for recording fire evacuation drills in the students' residence.
 - Ensure that the social activities programme, including risk assessments, has regard to the needs of 16 and 17 year olds.
 - Consistently apply the lateness policy throughout the school.
 - Manage continuous enrolment to reduce disruption to classes.
 - Further develop individual learning plans for all students, including short-stay general English students.
 - Ensure the consistency of marking of written work within each Common European Framework of Reference (CEFR) band.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** The previous inspection of 27 to 29 October 2012 was judged to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learning is excellent. Excellent progress has been made in addressing the recommendations from the previous inspection. A change to the arrival process has resulted in fewer disruptions in established classes, as well as creating an excellent opportunity to improve the assessment process and student induction programme. Individual learning plans have been improved and have resulted in improvement in the quality of student tutorials. Changes to the student marking policy and procedure have resulted in students receiving coherent error correction and consistent feedback from their teachers. The curriculum is wide-ranging, appropriate for students' needs and meets Home Office requirements. The quality of teaching is excellent. Teachers keep meticulous records of individual student progress, but it is not collated or analysed to provide management information on class or cohort achievement.
- 2.3 Arrangements for the welfare, health and safety of students are excellent. Good progress has been made against the recommendation for managing fire evacuation drills in the school's residence, though no drills are held outside of school hours. Excellent progress has been made in risk assessing the needs of young adult learners, and the school's punctuality policy is consistently applied. Excellent attendance monitoring, pastoral care and oversight of safeguarding protocols ensure students are well cared for and safe. Admission records are accurate and systems to manage students on Tier 4 visas are well established and effective.
- 2.4 Governance, leadership and management are excellent. Managers have outstanding oversight and have an accurate and honest view of the school's strengths and areas for improvement. The quality assurance process is well developed and strengthened by outstanding communication between departments and across the whole campus. Self-assessment is accurate and effectively contributes to strategic planning. Good use is made of student feedback and the complaints process is well managed. The well-developed staff appraisal process is supported by a responsive staff development programme.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of curriculum, teaching and learners' achievements is excellent. All key Standards continue to be met.
- 3.2 The recommendations in this area from the last inspection report are:
- Manage continuous enrolment to reduce disruption to classes.
 - Further develop individual learning plans for all students, including short-stay general English students.
 - Ensure the consistency of marking of written work within each Common European Framework of Reference (CEFR) band.
- 3.3 Excellent progress has been made against the first recommendation. Good co-ordination between school departments has resulted in new students joining the school mid-week. Before joining classes the following week, students undergo thorough initial assessment activities and are given a full induction with many well-organised opportunities to get to know the school and the local area. Where appropriate, the school supports beginner level students in small groups so they are able to develop effectively their language skills before joining the mainstream groups. In addition to the mid-week arrival process, the school now offers a beneficial mid-term course for beginner level students. This follows the same model as the main induction but is managed as a discrete group until students' language skills are sufficiently developed to join an established class. These highly successful changes have significantly reduced disruption in classes and have had a positive impact on student outcomes.
- 3.4 The school has made excellent progress on the recommendation to develop individual learning plans for short-stay students. Students complete a wide-ranging needs analysis and initial assessment, as well as identifying personal goals. This valuable information is used well by teachers to manage and monitor student progress and attainment, as well as reinforcing the school's tutorial system.
- 3.5 Excellent progress has been made in ensuring consistency in the marking of students' work. An excellent, well-communicated marking policy is successfully used in classes for error correction and when marking written work. Students appreciate the quality of feedback they receive from their teachers. Class-based student achievement records are good; however, the information collected is not collated and analysed by managers, nor is it used to provide a school-wide view of progress and achievement.
- 3.6 The school offers an outstanding range of English language tuition. General English classes reflect all the CEFR levels. The English for specific purposes curriculum is exceptional, offering a wide range of English language to support business and leisure related topics. All course offered meet Home Office requirements for students on Tier 4 visas.

- 3.7 The quality of teaching and its impact on learning are excellent. Teachers plan their sessions thoroughly, making use of interesting resources and employing a wide range of teaching methods to engage and stimulate students. Support for students with SEND is well developed and highly effective.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All key Standards continue to be met.
- 4.2 The recommendations in this area from the last inspection report are:
- Improve the system for recording fire evacuation drills in the students' residence.
 - Ensure that the social activities programme, including risk assessments, has regard to the needs of 16 and 17 year olds.
 - Consistently apply the lateness policy throughout the school.
- 4.3 Good progress has been made in addressing the recommendation to improve the recording of fire evacuation drills in the students' residence. Regular evacuations are undertaken and the outcomes are carefully evaluated by managers. As all evacuation drills are undertaken during the school day, there is no information to evaluate the effectiveness of the process during out-of-school hours.
- 4.4 The school has made excellent progress against the recommendation to ensure social activities and risk assessments take the needs of 16 and 17 year olds into account. Generic and specific risk assessments incorporate clear direction and offer good support for activity staff regarding the management of young adults during social activities and visits.
- 4.5 Excellent progress has been made in consistently applying the lateness policy. The policy has been reviewed, staff have been trained and highly effective procedures ensure the policy is consistently and fairly applied.
- 4.6 Pastoral care is excellent, with effective systems in place to identify and manage any student welfare issues. Safeguarding procedures and protocols are established and well implemented, with excellent oversight by the safeguarding officer. Admission and attendance systems are thorough, with meticulous records maintained by administrators and reviewed by managers. Consequently, attendance levels are excellent. Systems and procedures for managing and reporting absence to the Home Office are thorough and applied consistently.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All key Standards continue to be met.
- 5.2 The academic direction is both clear and well communicated across the school network. Managers have outstanding oversight, enabling them to be both responsive and reflective in meeting the needs of students and staff. Relationships across the school are warm and staff are valued and supported to undertake their delegated roles and responsibilities.
- 5.3 The quality assurance process is thoroughly embedded and embraced by staff, and is strengthened by excellent informal and formal communication across the whole school. The well-developed self-assessment process produces accurate and insightful information to support strategic planning. Student feedback, including any complaints, result in a management response. Where appropriate, action to redress is promptly undertaken.
- 5.4 The well-established staff appraisal process is the outcome of highly effective management processes. The quality of teaching is regularly monitored and managers make excellent use of information, data and student feedback to inform the staff training and skills development programme.

6. ACTIONS AND RECOMMENDATIONS

The language school has maintained the excellent standards found at the last inspection.

Suggestions for further improvement

In order to improve the excellent quality provided, the language school is advised to:

- Collate student achievement data to provide coherent management information on individual and group progress.
- Introduce appropriate out-of-hours fire evacuation drills.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff. They held discussions with senior members of staff and with the proprietor. Inspectors visited residential accommodation. The responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the language school.

Inspectors

Mrs Jacqueline Lawrence	Lead Inspector
Ms Jane Beeson	Team Inspector
Mr Mike Coulson	Team Inspector
Ms Christine Powell	Team Inspector