



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

MONITORING VISIT

ETC INTERNATIONAL COLLEGE

(2534867)

Full Name **ETC International College**

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

Company name Educational Training Centre (UK) Ltd

Telephone Number 01202 544164

Email Address davidjones@etc-inter.net

Website www.etc-inter.net

Principal Mr David Jones

Proprietor Mr Kambiz Parandian

Age Range 12+

Total number of students 185

Numbers by age and type of study

16 – 18	5
18+:	180
EFL only:	180
FE only:	5

Inspection date **1 December 2015**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended 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 Home Office to inspect privately funded further education colleges and 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 who attend UK colleges 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;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations 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 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.

CONTENTS

	Page
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	8
6 ACTIONS AND RECOMMENDATIONS	9
INSPECTION EVIDENCE	

1. CHARACTERISTICS AND CONTEXT

- 1.1 ETC International College is a privately owned school in Bournemouth, founded in 1989, catering exclusively for international students. It aims to deliver professional teaching to adults, juniors and executives in a relaxed, friendly atmosphere. The daily running of the school is delegated to the principal by the proprietor, who takes an active regular role in financial management and marketing. Classes for junior students under the age of 16 are normally only run in the Easter and summer periods. These were not inspected.
- 1.2 The school provides a range of English courses appropriate to general and specialised business environments, as well as Cambridge and IELTS examination courses. It has also recently commenced running a university foundation BTEC Level 3 course in Business, with five students enrolled. This inspection covers all of these courses.
- 1.3 The curriculum for general English covers six levels, from beginner to advanced. The school operates a system of continuous weekly enrolment for English courses, with students assessed prior to and on arrival. There are 185 students enrolled, of whom approximately 60 per cent are male, and five students are under the age of 18. None of the students have English as a first language. Students come from a range of countries in the Middle East, Europe, the Far East and South America. There are 15 students who hold Tier 4 visas. There are no students with learning difficulties and/or disabilities (SEND). The vast majority of students live either with host families or in the school's hall of residence.
- 1.4 The previous monitoring visit took place on 12 November 2013, when the school was met all Key Standards and the quality of education exceeded expectations. The recommendations from the previous report are:
- Collate student achievement data to provide coherent management information on individual and group progress.
 - Introduce appropriate out-of-hours fire evacuation drills.

2. SUMMARY OF FINDINGS

- 2.1 **The language school exceeds expectations.** At the previous inspection of 12 November 2013 the language school was found 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 learners' achievements is excellent. An appropriate range of courses meets both students' and Home Office requirements. Initial assessment is used effectively to place students on an appropriate programme. Course structures facilitate opportunities for regular progression. Teaching and learning are excellent. Careful lesson planning based on student profiles informs teaching and maximises students' learning. Most teachers use a wide range of methods and resources to engage students, resulting in high levels of learning and achievement. In some classrooms, the range of teaching methods is limited by a lack of reliable technology. Students receive helpful developmental feedback on their written work. Students maintain an individual learning portfolio, which is discussed regularly with tutors and provides them with a clear record of their progress. Students are aware of what they need to do to improve, resulting in high levels of attainment. Following a recommendation at the last inspection, managers collate achievement data to provide coherent information on individual and class progress. Results for examination based courses are very good.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements for fire and general safety, including risk assessments for activities inside and outside the school, are implemented in a thorough manner and students feel safe. Since the last inspection, the school has introduced regular out-of-hours fire evacuation drills in its hall of residence. The admission and attendance registers are accurate and monitoring processes for student attendance are excellent. There are appropriate procedures for making the required reports to the Home Office for students on a Tier 4 visa. Processes for providing pastoral support to students are highly effective. Arrangements for safeguarding students are strong and well-implemented, with appropriate links to the local authority's fostering service. Enhanced Disclosure and Barring Service (DBS) checks with barring are obtained for all adult family members in every homestay.
- 2.4 The effectiveness of governance, leadership and management is excellent. Senior management have a strong working relationship with the Director resulting in clear planning and regular two-way communications with staff. An effective staff recruitment process combines with the school's strong emphasis on safeguarding to secure and develop a highly competent staff team. The arrangements for the safe recruitment of staff and maintenance of associated records are in accordance with current guidance. Regular feedback from staff and students is used to inform improvements within the school. Regular lesson observations inform staff appraisals and the regular staff development programme. However, lesson observation records focus mainly on teaching and lack sufficient judgement on its impact on students' learning and achievement.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Collate student achievement data to provide coherent management information on individual and group progress.
- 3.3 The school has made good progress in addressing this recommendation. Since the last inspection, the school has introduced an individual learning portfolio (ILP) for every student, which is focused around all aspects of the Common European Framework (CEFR). This allows each student's achievement to be recorded in a clear and highly detailed format. This data, which is also gathered for groups, provides managers with clear information on individual and group progress. As a result, staff make informed decisions to improve individual and group attainment.
- 3.4 The school offers an excellent range of English language courses to meet its stated aim of delivering a professional teaching in a relaxed and friendly environment. The CEFR is used as the foundation for all general English tuition. The curriculum for specialist English is of a high quality tailored to specific business environments. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in Home Office guidance.
- 3.5 Initial assessment is used extremely effectively to place students on the correct level of their course and identify learning needs. Students take an online pre-arrival test, with a further placement test on enrolment and a follow-up tutorial within the first week of their course. Course structures allow students opportunity for regular progression.
- 3.6 The quality of teaching and the impact it has on student learning is excellent. Teachers demonstrate high levels of knowledge and use careful lesson planning, aligned to specific attributes of the CEFR, to meet learners' identified needs. In the best lessons teachers use a highly effective range of methods and resources to engage and stimulate students, including choral pronunciation and directed questioning, which leads to students demonstrating high levels of learning and achievement, evidenced by their responses. In less effective classes, teaching lacks pace and not all students are fully engaged, which results in lower levels of learning. Teachers report that, in some instances, a lack of reliable technology within the classrooms limits its usefulness and narrows their range of teaching methods. The team agree with this view.
- 3.7 Ongoing assessment of student progress throughout the course is outstanding. Students receive helpful developmental feedback on their written work, which results in them learning and progressing through their course very well. The school monitors overall student progress effectively through regular proficiency tests.

Students' ILPs, which contain clear progress data aligned to the CEFR, are frequently updated through discussion with tutors. As a result, all students are aware of what they need to do to improve and levels of attainment are high, demonstrated by their progression through the levels of their course. Results for examination-based courses are very good.

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 recommendation in this area from the previous inspection report is:
- Introduce appropriate out-of-hours fire evacuation drills.
- 4.3 The school has made excellent progress in meeting this recommendation. Bi-monthly out of hours fire drills take place in the hall of residence, resulting in full evacuations of students and wardens. Excellent records are maintained and are used effectively by managers to ensure all areas of the school meet fire safety regulations.
- 4.4 There are highly effective systems and arrangements for ensuring the health and safety of students and staff. Clear policies ensure that staff understand their roles and responsibilities. Managers provide excellent oversight, maintain meticulous records and manage procedures effectively. The school implements thorough arrangements and protocols for fire safety, including the safe evacuation of all students, and meets statutory requirements. The premises are well-maintained and students say that they feel safe.
- 4.5 The management and oversight of risk assessment and reduction is excellent, covering activities both inside and outside the school. Staff are made aware of clear protocols and update centralised records appropriately following each activity.
- 4.6 The school maintains highly accurate admission and attendance records. A clear process for monitoring attendance is consistently applied. The school's lateness policy is well-promoted to students and implemented effectively by staff. Procedures for making the required reports to the Home Office for students on Tier 4 visas are appropriate, effective and scrupulously recorded.
- 4.7 There are highly effective processes to identify, manage and monitor students' welfare, including personal issues. Students receive excellent pastoral care from supportive teachers and a responsive welfare team. Students are highly appreciative of the good insight into British culture that they receive through their classes, the school's activities programme and interaction with their host families.
- 4.8 The school has implemented a strong and effective system for safeguarding to ensure that all students are kept safe. An appropriately qualified Lead Safeguarding Officer is supported by a trained designated safeguarding team who meet regularly to review safeguarding arrangements. All staff receive basic safeguarding training.
- 4.9 The arrangements for homestay accommodation are excellent with a comprehensive policy and clear procedures, which are well-managed through systematic checks by staff. Record-keeping is excellent. There are appropriate links with the local authority's fostering service when students under the age of 16 are accommodated in host families for more than 28 days. In addition to a self-disclosure, the school

obtains enhanced DBS with barring checks for all members of homestay families aged 18 and over.

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 Director, who is the proprietor, takes responsibility for the daily financial management of the school and is effective in ensuring appropriate availability of resources. Senior managers provide clear academic oversight and direction to fulfil the school's aims and have an excellent mutual working relationship with the Director. There is a clear effective management structure in operation. A framework of regular formal meetings ensures clear two-way communication between senior management, academic managers and teaching staff to maintain the high quality of education.
- 5.3 Senior managers make good use of the annual review of policies and procedures to ensure their ongoing effectiveness.
- 5.4 The senior management team ensures the appropriate appointment of high quality staff through a thorough recruitment process. Arrangements for the safe recruitment of staff and maintenance of records are in accordance with current guidance. Appropriate checks to confirm their identity and right to work in the UK are carried out for all staff at interview. The school maintains an appropriate single central record containing details of DBS checks on all staff, as well as barring checks and references. A DBS check with barring is obtained for all new staff at appointment. Appropriate steps are taken to ensure that staff whose DBS check has not come through are never left unsupervised with younger students.
- 5.5 Quality assurance mechanisms are excellent. The school uses a rigorous self evaluation process, which involves all staff, to make valid and evaluative judgements of its educational quality. This identifies achievements as well as appropriate areas for improvement. The school uses frequent feedback from student questionnaire effectively to inform improvements in the provision.
- 5.6 There is a regular programme of formal lesson observations, which feeds in effectively to the staff appraisal system and the school's well-attended ongoing staff development programme. Staff report that lesson observations have led to improvements in the quality of teaching and learning and find them helpful. The team found that lesson observation reports contain excellent analysis of teaching and how it can be improved, but lack detailed focus and judgements on the impact of the teaching on students' learning and achievement.
- 5.7 There is a fee protection scheme in place. The school has appropriate arrangements in place to make the inspection report available to all students and has been extremely cooperative in complying in a timely manner with all requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

In order to further improve the excellent quality provided, the language school should:

- Strengthen the focus on students' learning and achievement during lesson observations to maximise learning outcomes.
- Improve the usefulness of technology in the lessons to extend teaching methods and engage students.

INSPECTION EVIDENCE

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

Inspectors

Mr Mike Coulson	Lead Inspector
Ms Prue Amner	Team Inspector
Mrs Jacqueline Lawrence	Team Inspector
Mr Saman Jamshidifard	Team Inspector