



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

ETC INTERNATIONAL COLLEGE

Full Name of College	ETC International College
Address	22-24 West Hill Road, Bournemouth BH2 5PG
Telephone Number	01202 559044
Email Address	davidjones@etc-inter. net
Principal	Mr David Jones
Proprietor	Mr Kambiz Parandian
Age Range	16+
Total Number of students	186
Numbers by Age and type of study	16-17: 9
	18+ 177
	EFL only: 186
Inspection dates	27 - 29 November 2012

PREFACE

This inspection report follows the framework for Educational Oversight of private further education colleges and English language colleges. The inspection consists of a three-day team inspection of the college's educational provision.

The ISI is an approved educational oversight body authorised by the UK Border Agency to inspect privately funded further education colleges in England and Wales offering courses on the Qualifications and Credit Framework, and English language colleges.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published 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.

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE COLLEGE	2
2 THE SUCCESS OF THE COLLEGE	3
(a) Executive summary	3
(b) Action points	4
(i) Compliance with standards	4
(ii) Recommendations for further improvement	4
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
(a) Assessment of learners prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	6
(d) Attainment and progress	6
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	8
(a) Health, safety and security of premises	8
(b) Student registration and attendance records	8
(c) Pastoral support for students	8
(d) Child protection/safeguarding	9
(e) Residential accommodation	9
5 THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT	11
(a) Ownership and oversight	11
(b) Management structures and responsibilities	11
(c) Quality assurance including student feedback	11
(d) Staff recruitment, qualifications and suitability checks	12
(e) Provision of information	12
INSPECTION EVIDENCE	13

1. THE CHARACTERISTICS OF THE COLLEGE

- 1.1 Established in 1989, ETC International College is a privately-owned and operated English Language school situated in Bournemouth catering exclusively to international students. It is owned by a limited company with three directors, two of whom are based at the school. The school offers English language courses for adults, juniors and executives and aims to offer good value, high quality courses in an ethical manner. It also runs junior courses for students aged 14-17 inclusive, and has accepted closed groups of younger students.
- 1.2 Courses cover six levels of general English from beginner to advanced level, and the school also offers a variety of English for special purposes courses, such as business English and English for medicine. Students can start at any time of the year except two weeks over the Christmas closure. The school also provides teacher training courses for new and existing teachers of English. Students are recruited through agents, and direct application.
- 1.3 The school has grown relatively quickly over the last five years. During this time they have acquired a student residence located alongside the main school and taken over another building for use as an additional adult courses centre.
- 1.4 At the time of the inspection there were 186 students, with slightly more males than females, mostly over the age of 19, but with nine aged between 16 and 17. Most students come from Spain, Turkey, Libya and Colombia, all of whom have English as an additional language (EAL). No student has special educational needs or disabilities (SEND).

2. THE SUCCESS OF THE COLLEGE

2. (a) Executive Summary

	Section of the Standards	Grade awarded 1-4
3.	The quality of the curriculum, teaching and learners' achievement	1 Exceeds expectations
4.	Students' welfare, including health and safety	1 Exceeds expectations
5.	The effectiveness of governance, leadership and management	1 Exceeds expectations

- 2.1 The school's provision for the curriculum, teaching and learners' achievement is of high quality, in accordance with its aims. The school accurately assesses students on arrival and gives them good guidance about courses of study. Assessments are accurate and thorough and there are very few initial changes to placements. Curricular provision is excellent. A varied social programme enriches the provision. Outcomes for students are excellent and almost all students complete the course of study on which they are enrolled. The teaching enables students to progress well, meeting their objectives. Students report very high levels of satisfaction with their lessons and teachers. Student attendance rates are high. More use could be made of individual learning plans, particularly on short courses.
- 2.2 The welfare of students is a major strength of the school, and students express high levels of satisfaction with the school's welfare provision. Arrangements for health and safety are effective and extremely thorough, including taking all necessary measures to protect against fire. Risk assessments are in place for all the school's activities. Very good arrangements for first aid are also in place. Arrangements for safeguarding, including for those under 18, are excellent. The arrangements for registration of admission and attendance are secure and attendance rates are good. Relationships amongst students, and between students and staff, are excellent. Accommodation arrangements, whether in host families or the school's own residence are very good. Staff are successful in promoting students' welfare and are approachable and sympathetic. Where appropriate, the school contacts agents, host families or parents to ensure a satisfactory outcome to any problems.
- 2.3 There is strong governance, leadership and management at all levels. Quality assurance procedures and self-evaluation processes are outstanding, leading to a clear educational vision and detailed improvement plans. The recruitment, retention and professional development of highly qualified and expert teaching and administrative staff are a major contributor to the school's effectiveness. Provision for staff development at the school is excellent. Senior management drives improvement to a high standard. All appropriate checks on staff are in place and documentation is maintained meticulously. The school has carried out Criminal Records Bureau (CRB) checks on all staff.

2. (b) Action points

(i) Compliance with standards for Private Colleges

2.4 At the time of the inspection, the college met all the key standards for private further education colleges and quality is high. **The college exceeds expectations for the quality of education.**

(ii) Recommendations for further improvement

2.5 The college is advised to make the following improvements.

- 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.

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

3. (a) Assessment of students prior to or on arrival

- 3.1 The assessment of students' suitability for the course exceeds expectations. The arrangements prior to and on arrival are extremely thorough and accurate information is provided. All students are given a placement test on arrival which consists of a multiple choice grammar test, a writing test and a speaking assessment, all of which are used to determine their CEFR level and class. Many students also take an online placement test. For those students taking English for specific purposes and examination courses, the online test is required to ascertain course suitability, supplemented by a telephone or online interview.
- 3.2 Assessment information is used well by tutors. If a student is identified as having a language level not suitable for existing classes they can be given the opportunity to study in a smaller group or on a one-to-one basis to enhance their language skills until they are ready for standard courses. Assessments are extremely accurate and thorough and as a consequence there are very few initial changes to placements. A large majority of students in the pre-inspection questionnaire stated that the school helped to place them on the course that is right for their ability.
- 3.3 There is a very thorough induction process for all students on arrival at the school which ensures that they receive accurate information, advice and guidance to support them. However, individual learning plans for short-stay students are not yet securely in place.

3. (b) Suitability of course provision and curriculum

- 3.4 The curriculum exceeds expectations. The school educates students extremely well in accordance with the students' objectives and the school's aims. Middle managers and teachers all contribute to curriculum development, as do comments from the students themselves, and the school is evolving its curriculum to be measured against CEFR descriptors for clarity and international comprehensibility.
- 3.5 Courses are well matched to the students' needs and expectations. The overwhelming majority of students who responded to the pre-inspection questionnaire were positive about the provision. The subject range is wide, and the levels of the programmes offered cater for a very wide range of abilities. In addition, provision matches the different time periods available for learning; students can follow courses for short or much longer periods, and the range on offer allows them to continue with their learning as they complete a particular programme. Some long-term students report that lessons, particularly during the summer, are disrupted every week by the arrival of new students. Courses offered are as described in the school's marketing materials. Almost all students at this school complete the course of study on which they enrol.

- 3.6 The school further enriches its provision with an excellent social programme, which includes a wide range of sporting, cultural and educational opportunities, and which contributes to students' enjoyment and achievement and to their personal, social and cultural development. For example, visits enable them to develop their use of English in a variety of settings.

3. (c) The quality of teaching and its impact on learning

- 3.7 The quality of teaching exceeds expectations. Its excellence contributes significantly to students' learning, enabling them to progress well and to meet their objectives. Delivery is very effective and on occasion, inspirational. Teaching is delivered by experienced tutors who have excellent subject knowledge, enhanced by an extensive programme of continuing professional development. Teaching makes very good use of learning resources, including materials designed by the teachers themselves.
- 3.8 Almost all of the teaching engages and motivates students, makes tasks challenging and student-centred, and corrects errors in a constructive manner. In the very few lessons where teaching fell below the general level of excellence, the pace was slow, and there was a failure to provide extra activities for more able students.
- 3.9 Students work well together and develop good habits of independent study. Teaching generally gives them opportunity to take responsibility for their own progress.
- 3.10 Teachers plan lessons thoroughly, with the focus on the students' individual needs, matching lessons well to their culture, aptitude and prior attainment. In class, students are confident and willing to take linguistic risks. They report very high levels of satisfaction with their lessons and teachers.
- 3.11 The quality of written feedback on students' work is generally excellent. Most teachers give the students a grade with clear indications of where they have gone wrong and provide instructions on what they need to do to improve. Oral feedback is also a feature of work in class. However, there is some inconsistency of practice in assessment, so that not all students have the same high quality experience.
- 3.12 The school adopts a student-centred approach to applicants with SEND and responds on a one-to-one basis to both declared and emergent special needs. Applicants who declare special needs on application are accepted or referred elsewhere as the result of a needs analysis. Some senior personnel have Centre for British Teachers skills for life qualifications and the school supports emergent special needs. A particular strength is the provision of writing classes for non-Roman script users.

3. (d) Attainment and Progress

- 3.13 Attainment and progress exceed expectations. Class observations, the scrutiny of students' work and discussions with students indicate that most make excellent progress and achieve their learning goals.

- 3.14 Completion levels for courses attended are very good. Students have high expectations of themselves and display very good levels of knowledge, understanding and skill. There is a clear culture of respect for each other and for their teachers which provides an excellent foundation for their success.
- 3.15 Success and student attendance rates are very high. The school monitors students' progress very well within the tutorial and evolving individual learning plan scheme. Students record satisfaction with their own levels of English language progress and external exam results are very good. Student progress within the CEFR is very sound.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4. (a) Health, safety and security of the premises (in line with expectations of educational institutions)

- 4.1 Arrangements for health, safety and security exceed expectations. The school takes excellent care of the health and safety of its students. Procedures are in place to take all necessary measures to reduce risk from fire, although the recording of fire drills in the students' residence was not fully up-to-date. Risk assessment also covers hazards in all other areas of the school, including the food preparation areas in the canteen and residence. The standards of hygiene are extremely high and the kitchen staff very aware of health and safety. All portable electrical equipment is tested. Students interviewed said that they feel safe at the school.
- 4.2 Arrangements to ensure health and safety are very effective and include provision for students who are ill or injured. There is a dedicated first aid room. All new staff have to sign a document to confirm that they have read the health and safety information in the staff handbook.
- 4.3 The premises are of a high quality and appropriate to the students' educational needs. Premises are well-maintained and kept very clean. There is a good range of well-equipped classrooms including some with up to date electronic learning aids. The facilities include a library, computer rooms and an excellent canteen serving hot food and snacks.

4. (b) Student registration and attendance records

- 4.4 Student registration and attendance records exceed expectations. The school records attendance accurately in class and analyses data by means of a central database. There are appropriate procedures to monitor attendance, although tutors do not consistently apply procedures for dealing with lateness throughout the school. The attendance rate at the school is extremely high. Staff are fully aware of their reporting duties and make necessary reports to UK Border Agency when required. They also make regular checks on the addresses of all students to make sure that their database is accurate and up to date. Procedures for the collection and refund of fees and deposits are clearly stated in the school's promotional material and on the website.

4. (c) Pastoral support for students

- 4.5 Pastoral care for all students exceeds expectations. Care is exceptionally good and students express very high levels of satisfaction with the school's provision for their welfare and their overall learning experience. They feel comfortable approaching members of staff for help with any concerns they have. Relationships are extremely positive between staff and students, and amongst the students themselves. The

college positively promotes integration and tolerance and has effective procedures to prevent bullying and harassment.

- 4.6 On arrival, all students receive a comprehensive induction together with a student welcome pack. Staff explain health and safety procedures and show students round the school. At regular intervals, tutorials ensure that the school meets students' expectations and that they are making good progress. Teachers also check regularly on each student's general welfare and happiness, and raise any problems with the appropriate team.
- 4.7 Students know who to approach for help with any academic or welfare matter, and the relevant team deals with any problems or complaints from students promptly and efficiently. The school records all details and actions taken. Where necessary, the school also contacts agents, host families or parents. The complaints procedure is fair and transparent.
- 4.8 The school organises an excellent and varied social programme. This includes events both inside and outside the school, with weekend excursions provided by local providers working with the school, although needs of 16 and 17 year olds are not always fully taken into account.
- 4.9 The school provides appropriate help and guidance for those students wanting to continue with further studies in the UK if required.

4. (d) Child protection

- 4.10 Child protection exceeds expectations. The school makes excellent arrangements for safeguarding students, particularly for those under the age of 18, where all staff having contact with them undergo CRB checks. Staff have received formal training and are well aware of the importance of the safeguarding of juniors. All requirements are met and arrangements have regard to official guidance.
- 4.11 Juniors receive a separate induction from adults, which specifically covers their needs. The school pays particular attention to making sure they understand both the UK regulations and the school rules for juniors, and arranges sessions about alcohol and drug abuse and related matters.
- 4.12 The school monitors juniors' attendance three times daily, and follows up cases of absence immediately, maintaining regular contact with agents and parents if necessary. Juniors are accompanied at all times, including during off-site activities and excursions. The school only places juniors with host families who are happy to host younger students and who have CRB checks. The school gives host families comprehensive advice on junior issues and appropriate behaviour, and asks them to maintain close contact with the school.

4. (e) Residential accommodation

- 4.13 The residential accommodation exceeds expectations. The school provides its own residential accommodation for students, and also places students with suitable local

host families. Both types of provision are first-rate and students interviewed are extremely happy with them.

- 4.14 Accommodation arrangements are managed in an appropriate manner and are registered as required. Students report that the accommodation provision plays a valuable part in their education and personal development. It also contributes effectively to the college's aims.
- 4.15 Students were very appreciative of relationships with their hosts, who provide opportunities for language practice and occasionally include them in family gatherings, excursions and cultural visits.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5. (a) Ownership and oversight

5.1 Ownership and oversight exceed expectations. Governance provides excellent oversight of the school in line with its aims and fully discharges responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. The directors have a very good insight into the working of the school, have frequent meetings with department heads and are fully engaged in the school's strategic development. Directors have good working relationships with the principal and staff which enhance their monitoring role, and provide support, challenges and stimulus for growth and improvement. All responsibilities for safeguarding and for welfare, health and safety throughout the school are discharged extremely well. The school has appropriate legal permissions from all relevant bodies, including lease, planning, copyright and examinations. Statutory duties for students under 18 and for vulnerable adults are satisfied.

5. (b) Management structures and responsibilities

5.2 The management structures and responsibilities at the school exceed expectations. Senior management provides clear educational direction, as reflected in the quality of the students' education.

5.3 At all levels, the management team is effective in self-evaluation, setting priorities and ensuring that they are achieved. Management is also successful in securing, supporting, developing and motivating sufficient high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all students and in safeguarding, welfare, health and safety. There is an exceptional commitment to staff development. Teachers and administrative staff all understand the school's clear policies and procedures.

5. (c) Quality assurance including student feedback

5.4 Quality assurance procedures and self-evaluation processes are excellent. The college statistically analyses feedback from beginning and end of course questionnaires, and action plans inform development and improvement of the provision. The school passes on relevant issues to the departments involved and takes actions where necessary. Policies and procedures are thorough, comprehensive and highly effective in securing improvements in the quality of provision. In the questionnaires, a majority of students agreed that the college has a system for obtaining the views of students and responds to their concerns.

5.5 Provision for staff development at the school is outstanding. Observations, requests, appraisals and analysis of staff skills inform continuing professional development

opportunities. The college highlights clear goals and developmental opportunities. Senior management drive improvement to a high standard.

5. (d) Staff recruitment, qualifications and suitability checks

- 5.6 The school's arrangements for the recruitment and checking of staff exceed expectations. Safer recruiting practices are carried out assiduously, including CRB checks on all staff, and documentation is maintained meticulously. Appraisals and staff questionnaires effectively highlight transferable skills and guide internal recruitment and redeployment.

5. (e) Provision of information

- 5.7 The information provided meets expectations. The website provides accurate, clear and comprehensive information about the school and its courses and policies. The website is easy to navigate and includes policies and procedures to inform prospective students, parents and agents. The prospectus and student handbook supplement this information. The school also provides extensive information about social and cultural opportunities in Bournemouth and the surrounding area in these documents and in notices in common areas of the school.
- 5.8 The school provided all the information required by the inspection team and made available further information needed to corroborate or check judgements.

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 the proprietor, and 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 school.

Inspectors

Mr Tony Gill	Lead Inspector
Ms Liz Brynin	Team Inspector
Ms Christine-Reba Edge	Team Inspector
Mr Mark Dean Marr	Team Inspector