



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

ETC INTERNATIONAL COLLEGE

(2534867)

Full Name	ETC International College
Address	22-24 West Hill Road, Bournemouth BH2 5PG
Company name	Educational Training Centre (UK) Ltd
Telephone Number	01202 559044
Email Address	english@etc-inter.net
Website	www.etc-int.net
Principal	Mr David Jones
Proprietor	Kambiz Parandian
Age Range	12+
Total number of students	122
Numbers by age and type of study	Under 16: 1 16 – 18: 38 18+: 83 EFL only: 122
Inspection dates	25-27 March 2025

PREFACE

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

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 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 ETC International College (ETC) is a large, privately-owned and operated English Language college, catering exclusively for international students. Established in 1989, ETC is located in central Bournemouth. The college is a limited liability company with three directors. The proprietor acts as a director and takes an active role in financial management and marketing. The college is overseen by a board of six governors. The principal, who is also the chair of governors, manages the daily running of the college. The aim of the college is to provide learners with the opportunity to practise their English in a constructive and supportive manner.
- 1.2 The college offers general English language courses from beginner to advanced level. Enrolment for English language courses occurs on a weekly basis and students are assessed prior to and on arrival through placement tests and interviews. ETC offers English for Special Purposes (ESP) courses for a range of environments such as, medical, engineering and aviation. Preparation for Cambridge and International English Language Testing system (IELTS) examinations classes are also available. Specific entry requirements apply to examination and ESP courses to ensure students' suitability. Courses are available to adults and students over the age of 16 with parental consent.
- 1.3 ETC offers junior courses for students aged 12–17, normally in the Easter and summer periods. Occasionally small groups of younger students are accepted on a closed group basis. The college has recently introduced a Young Learners summer programme for students aged 16 and 17, combining English classes with excursions and accommodation. None of these programmes for younger students were running at the time of inspection. The college also runs higher education courses but these did not form part of the inspection.
- 1.4 The college premises are situated in several older buildings on the same campus. There is no access to these buildings or facilities for disabled persons. ETC offers accommodation for students in its own residence on the campus and in homestay accommodation.
- 1.5 At the time of the inspection there were 122 students enrolled, none of whom had English as their first language. The large majority of students were over the age of 18 and the majority were male. The majority of students originate from Saudi Arabia and Spain, with the rest from a wide range of countries world-wide. There were no students identified as having additional learning needs or disabilities. No students were studying under Student visa arrangements.
- 1.6 The college was previously inspected in February 2024, when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment of students prior to and on arrival to the college is excellent. Results are used highly effectively to create Individual Learning Portfolios (ILP) for each student aligned to the Common European Framework of Reference (CEFR). This ensures that students are placed at the correct level. Course provision is excellent. Students are well educated in accordance with their objectives and the college's aims. All courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. The quality of teaching and learning is good. Teachers use a wide range of interesting activities effectively to develop students' speaking, listening, reading and writing skills. They motivate students to work hard, practise accurate pronunciation and develop their vocabulary. Consequently, students make good progress in lessons. A small minority of lessons, are not planned effectively enough to make maximum use of time and resources. A small minority of teachers do not focus enough attention on the less confident or less able students so that they do not participate fully in all learning activities. Teachers assess students' progress carefully against the CEFR 'can do' statements in their ILPs. The vast majority of students complete their chosen course of study and achieve their personal learning goals.
- 2.3 Students' welfare, including health and safety, is good. Health, safety and security of premises is good. The premises are fit for purpose and suitably maintained with appropriate areas for socialising indoors and outside. ETC implements effective arrangements to ensure the health and safety of students and staff, including for fire safety and first aid. Student registration and attendance records are excellent. Student attendance is high and absences are followed up promptly. Systems are in place to make the required reports to the Home Office if necessary. Pastoral and personal support for students is excellent. Students receive highly effective support from staff during induction and throughout their course. Safeguarding arrangements are good. The Designated Safeguarding Lead (DSL) and deputies ensure that the safeguarding policy and procedures are closely followed. All staff have appropriate training in safeguarding and understand their responsibilities very well. Consequently, students feel safe. Residential accommodation is adequate and satisfactorily maintained. The residence and homestays are appropriately managed, monitored and registered in accordance with local authority requirements.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight of the school is satisfactory. The proprietor ensures sufficient investment in staff, accommodation and resources. Governors have a good understanding of the working of the college and monitor various aspects of its provision well. However, the governing body lacks the challenge that an external, independent critical viewpoint would provide, to ensure that data is used more effectively and recognise potential areas for further improvement. The principal

effectively discharges his responsibilities to safeguard students under the age of 18 and to ensure the welfare, health and safety of students and staff. All legal permissions are met. Management structures and responsibilities are good. Managers ensure that well qualified staff are appointed and suitably trained for their roles. However, new post holders do not have access to all the information they require to carry out their roles effectively and review current progress against actions and data held centrally or by previous post holders. Quality assurance is good. Student feedback is used effectively to make improvements to provision. Staff recruitment and suitability checks are good. All necessary checks are made on staff prior to their employment, including Disclosure and Barring Service (DBS) checks to ensure their suitability to work with students under the age of 18. Provision of information is good.

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

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

- 3.1 Assessment of students prior to and on arrival to the college is excellent. Students receive accurate information and guidance, via agents and the college website, prior to enrolment that helps them to choose an appropriate course.
- 3.2 The college has a detailed and highly effective initial assessment procedure. Students complete an effective placement test on their first day, which includes assessment of their grammar, writing and speaking skills. This ensures that students are placed on a course and level that meets their individual needs. Students also complete a special educational needs or disabilities (SEND) questionnaire that accurately identifies if any additional support is required.
- 3.3 Teachers use information from initial assessment very effectively to plan an appropriate course of study. They complete an ILP with each student, which is mapped against the CEFR 'can do' statements for each level. A more detailed needs analysis is completed for students who are studying for one month or longer. Consequently, very few students need to move classes in their first week of study.

3.(b) Suitability of course provision and curriculum

- 3.4 Course provision is excellent. Courses are in accordance with those detailed in the prospectus and other marketing material. Students are well educated in accordance with their objectives and the college's aims. ETC has a clear statement of educational purpose and syllabi that focus on the productive skills of speaking and writing in line with the college's stated aims. These are extremely well supported by graded course books and materials, which are reviewed frequently to ensure they remain suitable and up to date.
- 3.5 Courses are very well matched to students' ages, aptitudes and language capabilities. There is an excellent range of both general English, examination preparation and ESP courses available to meet students' differing needs. ETC has appropriate policies and procedures to ensure that effective support is put in place for students with SEND, so that they succeed on a par with their peers. Consequently, the vast majority of students complete the course they initially registered for and very few leave early.
- 3.6 No students are currently studying under Student visa arrangements. However, courses on offer to such students meet Home Office requirements.

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

- 3.7 The quality of teaching and learning is good. The majority of teachers take into account their students' aptitudes, cultural backgrounds and individual needs in order to plan effective lessons. They include a range of interesting activities that keep students engaged in their learning. They use their good subject knowledge and

classroom resources effectively to develop students' speaking, listening, reading and writing skills. Each lesson uses a good variety of teaching methods that are well-balanced between the different aspects of language acquisition. Teachers consistently help students to practice accurate pronunciation and develop their vocabulary. They encourage students to self-correct and give them constructive verbal feedback that helps them to improve.

- 3.8 Students are well motivated and work hard in classes, individually and collaboratively in pairs or small groups. Lessons have a good pace and teachers challenge students to do their best work and take responsibility for their own educational progress. Consequently, students make good or better progress in lessons. Students work in a mutually respectful atmosphere that promotes British Values and tolerance and does not discriminate against students with any protected characteristics under the Equality Act 2010.
- 3.9 A small minority of lessons, are not planned or delivered effectively enough to make maximum use of time and resources. A small minority of teachers do not focus enough attention on the less confident or less able students so that they do not participate fully in all learning activities.
- 3.10 Teachers assess students' progress frequently in a variety of informal ways and formally through 6 weekly proficiency tests. Students are kept informed of their progress during regular tutorials following these tests. Teachers provide clear guidance on what they need to improve and record this in students' ILPs.

3.(d) Attainment and progress

- 3.11 Students make good progress from their starting points, which is measured against the CEFR 'can do' statements in their ILPs. They receive a certificate of attendance at the end of their course which notes the level at which they studied. The vast majority of students complete their chosen course of study and achieve their personal learning goals.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of premises is good. The premises are fit for purpose and adequately maintained. They provide a safe and reasonably comfortable environment for students to study and socialise. Adequate security arrangements exist to ensure the safety of students and staff. Access arrangements allow all students to enter and leave safely, including for emergency evacuations. The nature of the buildings occupied by ETC are challenging for the college to adapt, so they have not as yet succeeded in providing access or facilities for the disabled. There are sufficient washrooms for staff and students. Classrooms are equipped with appropriate furniture and fittings to meet students' needs. All parts of the college are maintained in a clean, hygienic and tidy state. Lighting, heating, sound insulation and ventilation in classrooms and other areas are satisfactory. The decor of the building is satisfactory. Students have access to appropriate areas for socialising and relaxing indoors and outside. An attractive cafe area provides food that is hygienically prepared, served and consumed. It also provides free drinking water to enhance students' wellbeing.
- 4.2 There are effective arrangements for ensuring the health and safety of students and staff. Staff and students receive high quality information and training on health and safety. All necessary measures are taken to reduce risks from fire and other hazards. The college has a good level of fire safety and undertakes detailed risk assessments for all its areas and activities, including for social activities outside the premises. Appropriate arrangements are in place to assist students who are ill or injured. There is a well written policy on first aid which is implemented effectively. Records of accidents, incidents and 'near misses' are kept meticulously.

4.(b) Student registration and attendance records

- 4.3 Student registration and attendance records are excellent. The college maintains highly accurate admissions and attendance registers. There are highly effective procedures to monitor attendance. An effective traffic light system is in place to highlight any student whose attendance falls below 80% and warning letters are issued if required. There are currently no students studying under Student visa arrangements. However, systems are in place to make reports to the Home Office if necessary.
- 4.4 The college makes every possible effort to make contact with students who miss classes and this is done immediately for students who are under the age of 18. There is close collaboration with agents, and parents or guardians in the case of students under the age of 18, if attendance is a cause for concern or identified as a risk. Consequently, attendance rates are excellent.
- 4.5 Procedures for the collection and refund of fees are clear and fair.

4.(c) Pastoral support for students

- 4.6 Pastoral and personal support for students is excellent. Students know who to go to if they have any problems and feel confident that their concerns will be addressed. They receive excellent support on pastoral and personal matters from teachers in scheduled tutorials or immediately from very approachable support staff. Two senior staff are trained in mental health awareness to enable them to address sensitive issues appropriately. The college promotes student welfare highly effectively through the use of a well-structured student code of conduct and appropriate peer to peer bullying policy. Staff have high expectations of student behaviour. Consequently, relationships between staff and students and students themselves are excellent. Students study and socialise together in a mutually respectful and supportive atmosphere. Incidents of bullying and harassment are very rare and any that occur are dealt with and recorded appropriately.
- 4.7 The college provides an excellent social programme. Large numbers of students participate in a wide range of high-quality sporting and academic activities, which they enjoy. Academic activities, such as conversation club, effectively reinforce students' English language skills. Cultural awareness is promoted by celebrating international festivals and excursions to places of interest enhance students' learning about life in the UK.
- 4.8 Students benefit from an excellent induction which enables them to settle into their course and the college quickly. Students appreciate being made to feel very welcome during a comprehensive induction that covers all the information they need to make the most of their stay in Bournemouth.
- 4.9 Students receive excellent support and guidance for their next steps in education. The college offers highly effective information and guidance for students making applications to UK universities or progressing to further courses at ETC.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding arrangements are good. The college has a suitable policy on safeguarding which is effectively implemented. All staff have at least basic awareness training in safeguarding, which is refreshed annually. Several members of staff are trained to levels above the minimum requirements. Consequently, all staff understand their responsibilities for safeguarding very well.
- 4.11 There is a culture where students and staff are aware of safety and students feel safe. Governors and senior managers take a close interest in arrangements for safeguarding and receive regular reports. There is a DSL and one deputy who are trained to the required level to ensure an appropriate person is available at all times should a concern be raised. They are aware of how to report concerns externally to the college should this be necessary. The college DBS checks all staff who will have contact with students under the age of 18 prior to their appointment.

4.(e) Residential accommodation

- 4.12 Residential accommodation is satisfactory. Residential accommodation on the college site is appropriately managed, monitored and registered in accordance with the local authority requirements for houses in multiple occupancy. It occupies a separate building within the college grounds. It is maintained in a satisfactory state with proper regard for health and safety. Bedrooms and shared areas are adequately furnished and decorated.
- 4.13 Homestays are managed directly by the college. The college monitors them effectively to ensure that they continue to provide a safe and comfortable environment for students. The college fulfils its minimum statutory duty for DBS checking by undertaking a home-based DBS check on the main adult in the host family.
- 4.14 Where students under the age of 16 are accommodated in host families for more than 28 days, the requirements of the local authority for private fostering are met.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight of the school is satisfactory. The proprietor and governors provide effective oversight of the college and are engaged in its strategic development. They fully discharge their responsibilities for financial planning and sufficient investment in staff, accommodation and resources. The governors are all existing or previous college staff, including the principal who is the chair. They have a good understanding of the working of the college and monitor various aspects of its provision well. However, the governing body lacks the challenge that an external, independent critical viewpoint would provide, to ensure that data is used more effectively and to recognise potential areas for further improvement.
- 5.2 Leaders and managers have maintained a good standard of education in line with the college's aims and ethos. However, they have not maintained the excellent standards of teaching and learning previously reported. Day to day running of the college is delegated to the principal who effectively discharges his responsibilities to safeguard students under the age of 18 and to ensure the welfare, health and safety of students and staff. All legal permissions are met.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are good. Management roles and responsibilities are clear. There is an effective relationship between the proprietor, principal and senior managers. Leaders and managers provide appropriate policies, which are regularly reviewed and ensure that they are effectively implemented. They ensure that well qualified staff are appointed and suitably trained for their roles. However, not all new post holders have access to all the information they require to carry out their roles effectively and review current progress against actions and data held centrally or by previous post holders.
- 5.4 Educational direction is clearly communicated to staff at all levels. Self-evaluation is broadly accurate but overstates some of the strengths of the college. Staff are aware of the main strengths and weaknesses of ETC's provision. However, data analysis is not always used to its full potential to measure success against the college's targets for improvement.

5.(c) Quality assurance including student feedback

- 5.5 Student feedback is gathered frequently and used effectively by the management team to make improvements to provision and the student experience. Most students feel the college is well-managed, that their views are taken into account and would recommend the college to a friend.
- 5.6 The lesson observation and staff appraisal processes are effective. Managers carry out annual appraisals on all staff and a 6-month interim review. For teachers, these

include the outcomes of lesson observations. These identify areas for improvement and training needs which, in turn informs the programme of staff development. Staff complete a review following training and the 6-month interim review, to identify where they have implemented this learning into their practice.

- 5.7 The college has an appropriate complaints procedure which is clear and transparent. It includes provision for independent adjudication should a complaint remain unresolved. Complaints are handled effectively and most complaints are resolved at an informal stage. Written records are kept of all complaints and the stage at which they were resolved.
- 5.8 There is a fee protection scheme in place for students through English UK.

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

- 5.9 Staff recruitment and suitability checks are good. All necessary checks are made on staff's identity and right to work in the UK. DBS checks are made on all staff who will come into contact with students under the age of 18. References are taken up and verified, and gaps in employment checked, before staff appointment is confirmed. There is a systematic approach to ensure that all pre-employment checks have been made. An accurate Single Central Record (SCR) is kept.

5.(e) Provision of information

- 5.10 The website contains a wide range of information that is helpful to students and prospective students. The college has provided all the information required by inspectors to enable them to carry out the inspection effectively.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

In order to further improve the good quality provided, the college should:

- Ensure that all teachers plan and deliver lessons effectively and use time well, so that all students participate fully and equally in lessons
- Ensure new post holders have access to all the information they need to enable them to carry out their roles efficiently and confidently
- Strengthen the governing body to ensure that data is used more effectively and potential areas for further improvement are recognised

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 chair of governors and proprietor. 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 college.

Inspectors

Ms Angela Moir	Lead Inspector
Mr Patrick Lawlor	Team Inspector
Ms Jane Beeson	Team Inspector
Dr Jayne Bartlett	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.