



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

ETC INTERNATIONAL COLLEGE

(Company Registration No. 2534867)

Full Name	ETC International College
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Telephone Number	01202 544164
Email Address	davidjones@etc-inter.net
Website	www.etc-int.net
Principal	Mr David Jones
Proprietor	Mr Kambiz Parandian
Age Range	8+
Total number of students	186
Numbers by age and type of study	16 – 18: 5 18+: 181 EFL only: 186
Inspection dates	15-17 November 2016

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 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 ETC International College is an independent English Language School located in Bournemouth and founded in 1989. It caters exclusively for international students and aims to deliver professional teaching to adults and juniors (aged 12-17) in a relaxed, friendly atmosphere. Children aged 8-11 are accepted on family programmes when supervised by their parents. The proprietor acts as a director and takes an active role in financial management and marketing. The daily running of the college is managed by the principal. Classes for students under the age of 16 are normally only run in the Easter and summer periods. These were not inspected.
- 1.2 The college provides a range of general English language courses and specialist English language courses in various contexts such as business, medical, and military environments. General English is offered over six levels, from beginner to advanced, as well as examination and IELTS preparation courses. A university foundation BTEC level 3 course in business is also offered where students may improve their language skills before starting the business content. At the time of inspection university foundation students were studying a pre-business English course. Enrolment for English courses takes place on a weekly basis and students are assessed prior to and on arrival through placement tests and interview.
- 1.3 At the time of inspection there were 186 students, none of whom have English as their first language. There were slightly more males than females. One student was on a Tier 4 visa, five students were under the age of 18, and one student had special educational needs or disabilities (SEND). Students come from a wide range of countries including South Korea, Saudi Arabia, Italy, Turkey, Oman, France and Spain.
- 1.4 At the previous inspection of 1 December 2015 the language school was judged to exceed expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. There are clear educational aims and an excellent range of courses. Excellent initial assessment ensures students are placed on courses which meet their needs and lead to very good outcomes. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home office guidance. Students benefit from high quality teaching, learning and assessment, with very competent teachers. Technology is used effectively to enhance learning. However, technical problems or lack of technological resources at times restricts students' learning opportunities. Assessment is regular and is used effectively to monitor student progress against the Common European Framework (CEFR). Very good feedback on students' work ensures students know what they need to do to improve. Consequently, students make excellent progress and are extremely satisfied with their learning.
- 2.3 Students' welfare, including health and safety, is excellent. All necessary measures are taken to mitigate risk from fire and other hazards. There is a very good level of fire safety and first aid provision. Buildings are fit for purpose and well maintained. Registration and attendance records are accurate and there are clear procedures for reporting to the Home Office if a Tier 4 student is not fulfilling the required attendance requirements. Pastoral care is excellent and students know how to access help. Comprehensive arrangements to safeguard students under the age of 18 are in place. Disclosure and Barring (DBS) suitability checks are carried out and an accurate single central register is maintained. Arrangements for residential accommodation are excellent and meet national guidelines. The social programme is outstanding. The range of activities enhances students' language opportunities and understanding of UK culture. Students report that they feel safe, happy and well supported. Inspectors confirm this view.
- 2.4 The effectiveness of governance, leadership and management is excellent. Oversight is very effective, with very good financial planning and investment in the future. Leadership and management are excellent. Roles and responsibilities are clear and relationships are very good. Leaders and managers provide clear educational direction which is responsive to students' needs and feedback. Quality assurance and self-evaluation is excellent and leads to improvements. However, there is no single formalised document with quality improvement targets and responsibilities. Consequently, it is difficult to evaluate progress and impact or effectively involve staff across the organisation. Lesson observations occur regularly. However, written targets for improvement are often vague and there is no formal summary document of overall lesson observation outcomes. Teaching staff are well supported and receive valuable professional development. Systems for monitoring of student progress are excellent and the college has accurate achievement data which is effectively analysed to improve students' experience. Staff recruitment

arrangements are excellent. All necessary checks are meticulously recorded. The web-site provides accurate information which is helpful to students.

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

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

3.1 The assessment of students prior to and on arrival is excellent. Interviews and on-line tests before arrival indicate students' levels. This is supplemented on arrival by extremely thorough and comprehensive placement tests and needs analysis, and high quality information advice and guidance, to ensure students' programmes of study meets their needs and aspirations. Each student is given an individual learning portfolio which details their levels and progress according to the CEFR. This information is efficiently passed onto teachers in order to help with course planning. Consequently, learning programmes are well matched to students' requirements and lead to very good outcomes.

3.(b) Suitability of course provision and curriculum

3.2 The suitability of course provision and curriculum is excellent. The college has a clear statement of educational purpose, well supported by appropriate plans and schemes of work which lead to very good learning experiences. Students are very well educated in accordance with their objectives and the aims and ethos of the college. There is an excellent range of general English courses available at different levels which are highly flexible in order to meet the needs and interests of students.

3.3 Specialist English courses with tutors who are experienced in their particular field enable students to develop the language skills they need within their own work context, for example medical, military, law or business. The college also offers a university foundation BTEC level 3 course in business and courses which prepare students well for Cambridge suite and International English Language Testing Service (IELTS) examinations.

3.4 Curriculum information is accurately detailed in the college's marketing materials and on the web-site. Information, advice and guidance are of a high standard and enable students to make informed choices regarding their courses and future progression. Consequently, students choose courses relevant to their needs and make very good progress. The vast majority complete the course for which they were enrolled. Courses offered to Tier 4 students meet the definition of an approved course of study as set out in the Home Office guidance.

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

The quality of teaching and its impact on learning is excellent. Teachers are very competent and knowledgeable and have excellent rapport with their students. Lessons are well planned and teachers relate lesson material well to students' personal experiences and cultural backgrounds to successfully engage them in learning activities. Independent learning is encouraged and students complete homework tasks and are highly motivated to improve their skills.

Teaching is excellent and students make very good progress and develop skills according to their ability. In the vast majority of lessons there is an excellent range of highly effective learning activities and students actively participate with enthusiasm. Most sessions are well paced and maintain momentum throughout. Understanding is monitored very effectively and excellent individual attention is given to students. Teachers demonstrate excellent knowledge of useful strategies to improve complex pronunciations. These strategies are used effectively and as a result students improve their skills in a short time. In a few lessons, where teaching is less effective, students are disengaged as a result of poorly set up activities and a slow pace, and errors are reinforced through limited correction and ineffective checking of understanding.

3.5 Appropriate resources are used very well to enable students to improve reading, writing, speaking and listening skills, and develop understanding. Technology is used effectively to enhance learning in the majority of lessons. However, in a minority of cases the technology did not work or was not available and students' learning opportunities were restricted.

3.6 Assessment of students' work is excellent and highly effective in ensuring students and teachers target relevant language needs. Students' progress is accurately recorded in the individual learner portfolios during tutorials. Timely marking of students' work, together with regular assessment opportunities and good feedback, ensure that students understand what they need to do to improve.

3.(d) Attainment and progress

3.7 Attainment and progress are excellent. Students reach very good levels of attainment based on their starting point and length of course. Regular progress tests accurately track student progress and achievement. Individual learner profiles enable staff and students to successfully map individual progress against the CEFR. These results are analysed and demonstrate excellent levels of student progress. Results for examination preparation courses are very good. The evidence from lesson observations and scrutiny of student work shows that attainment is high. Students report that they make excellent progress and are extremely satisfied with the amount their language skills have improved.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 The arrangements for health, safety and security of the premises are excellent. The college has an excellent regard for health and safety and all necessary measures are taken to mitigate risk. There is a very good level of fire safety which conforms to legal requirements. Regular fire drills and evacuation procedures are systematically undertaken and understood by students and staff. The first aid policy is appropriate and implemented effectively. Security arrangements to ensure the safety of staff and students in the buildings and grounds are highly effective. As a result, the college is a safe place for students to study.
- 4.2 There is adequate access to the college for all staff and students. The buildings are fit for purpose and well maintained. Decoration, classroom equipment and furniture are very good. The buildings are clean and tidy. Meticulous records of accidents and incidents are kept and lead to effective action for improvement. Excellent records of students' individual medical or other support needs are used well to ensure their well-being.
- 4.3 Induction for staff and students is very good and they receive high quality information and training on welfare and health and safety issues, including safeguarding, protection from radicalisation and extremism, and e-safety. Students are involved in discussing safety and welfare issues and know who to contact for help and support.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and attendance recording are very good. The college maintains accurate admission and attendance registers for all students. Appropriate lateness and absence policies are in place and effectively shared with students at induction. Procedures for contacting students who miss a class are effective. Consequently, attendance rates are high. Appropriate systems are in place to make the necessary reports to the Home Office should Tier 4 students fail to attend as required. These are fully understood by staff.
- 4.5 There are fair and clear procedures for the collection and refund of fees.

4.(c) Pastoral support for students

- 4.6 Pastoral and personal support is excellent. Student support needs are efficiently identified at an early stage and they benefit from individual support from staff on a wide range of issues. A comprehensive induction gives them the information they need at the start of their course. Consequently, students settle quickly into their learning programmes. The college positively promotes integration and tolerance and there are very good relationships between staff and students and amongst students themselves. In discussions with inspectors students reported that teachers

were enthusiastic and committed and the quality of pastoral and personal support was excellent. Inspectors' findings confirm this view.

- 4.7 The social programme is outstanding. Visits to cities, tourist destinations and cultural centres are well subscribed and additional trips can be arranged as a result of requests by students. The college also offers an excellent variety of clubs and a 'ladies only' social session to meet different cultural needs. A recently established knitting club is also popular.
- 4.8 Students receive good quality careers advice. Teaching staff have a range of specialist professional and academic backgrounds and effectively support students in their decision making. As result, students are able to make well informed decisions about their future course or career.

4.(d) Safeguarding for under 18s

- 4.9 Excellent processes and procedures are in place to safeguard under 18s. There is a clear strategy, known by staff, for protecting students. The college maintains a full and complete single central register and ensures all staff undergo DBS checks and are appropriately trained in safeguarding to the required level. The safeguarding and accommodation teams work closely together to ensure the safety and well-being of under 18s through well managed procedures.
- 4.10 Robust systems are in place to track the attendance of under 18s, and their whereabouts outside the classroom, through fully implemented dedicated policies and the enforcement of curfews. Home-stay providers support the college in this process via an emergency contact number to report any students who have not returned within the curfew. In the few instances where students break curfew, action is taken swiftly to locate their whereabouts and ensure their safety.
- 4.11 A detailed dedicated handbook offers good quality additional support to under 18s. The college has highly effective measures in place to protect students against radicalisation; all staff have been trained in this respect and are further supported by a comprehensive policy. An excellent e-safety policy is in place, with under 18s being made aware of the issue through a flyer included in the student handbook. Safety and radicalisation are covered in the general safeguarding policy which is made available to all staff and students.

4.(e) Residential accommodation

- 4.12 Arrangements for residential accommodation are excellent and satisfy all the requirements for the care of students under the age of 18. Arrangements for accommodation are extremely well managed and registered in accordance with local authority requirements. Where under 18s are accommodated in host families all members of the household over the age of 18 have an enhanced DBS check.
- 4.13 Pastoral support for students in residential accommodation is excellent and students' physical and emotional needs are met very well. There are very good links between

pastoral and academic staff. Students speak highly of their accommodation and take part in a wide range of extra-curricular activities. This enhances their learning and contributes to the college's aims.

- 4.14 There were no under 16s enrolled in the college during the period of the inspection but excellent arrangements are in place to meet all regulatory requirements.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The proprietor provides very effective oversight of the college in line with its objectives and is fully involved in financial planning, and investment in staff, accommodation and resources. He ensures suitable policies are in place and are reviewed for effectiveness in safeguarding and supporting students.
- 5.2 The college is successful in securing excellent, caring staff who are well qualified and experienced, receive high quality professional development, and meet students' needs very effectively. There is excellent communication between the proprietor, directors, the principal and senior staff. Leaders and managers discharge their responsibilities and statutory duties very effectively. They work very well together and are successful in promoting a safe, friendly and supportive ethos with a clear emphasis on ensuring a good experience for the students.

5.(b) Management structures and responsibilities

- 5.3 Leadership and management are excellent. Leaders and managers provide clear strategic direction which is very responsive to student feedback, and this is reflected in the high quality of education and the care of students. Roles and responsibilities are clear and the college maintains comprehensive records and conducts thorough checks to ensure the suitability of staff to work with students. Financial management is robust and there are sufficient resources to support learning, updated as finances permit. Excellent systems are in place to safeguard students and all legal permissions are in place.

5.(c) Quality assurance including student feedback

- 5.4 Quality assurance is excellent and is highly effective in securing improvements in provision. The college's self-evaluation is thorough and accurate and is successful in identifying priorities for improvement. Actions are discussed in meetings and steps are taken which lead to improvements. However, there is no single formalised document detailing quality improvement targets with responsibilities, and timelines. Consequently, monitoring progress and evaluating impact is more difficult and inhibits the ability of staff across the organisation to work toward commonly understood improvement targets. Priorities are identified via feedback from student questionnaires and frequent staff meetings where staff are able to identify areas to improve student experience. Data is analysed effectively.
- 5.5 The quality of lessons is regularly monitored through a formal observation process. Recording documentation has been reviewed and is now more learner-focused. Staff receive a high level of support to develop their teaching skills. However, the quality of written target setting to bring about improvements following lesson

observations is often vague and does not focus on clear actions for improvement which are supported, monitored and evaluated. There is no formal summary document of overall lesson observation outcomes to inform the college of general areas for development. Appraisals are viewed by staff as a positive and useful activity and inspectors confirmed this view. However, there is no clear linkage with the observation process which limits the scope of the appraisal. All teaching staff feel well supported and greatly value the very good inset sessions for professional development to help them improve their skills.

- 5.6 Monitoring and analysis of student learning and progress is excellent and very thorough. Internal progress reporting is exceptionally good and managers have accurate achievement data which is analysed and used effectively to make improvements which benefit students.
- 5.7 The complaints procedure is transparent and open and there are appropriate systems for the independent adjudication of complaints. The college provides a fee protection scheme.

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

- 5.8 Staff recruitment, qualifications and suitability checks are excellent. There are robust measures in place to ensure all staff are checked to confirm their identity and right to work in the UK. The college ensures references are taken up and qualifications checked and taken into account when determining whether appointments should be confirmed. There are very thorough systems in place to ensure enhanced DBS checks are carried out for all staff either before or as soon as possible after appointment. Records are well managed and maintained.

5.(e) Provision of information

- 5.9 Provision of information is excellent. During the inspection all requests for information were responded to rapidly and efficiently. The school has an excellent website with accurate information which is easily accessible and helpful to students.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Further develop the provision of ICT resources and technical support to ensure the availability and reliability of technology to enhance student learning
- Enhance the observation process to include agreed, and monitored, measurable actions to drive improvement
- Develop centralised procedures for formalising actions arising from self-evaluation to support planning for improvement.

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 college.

Inspectors

Mrs Pauline Bateman	Lead Inspector
Mr Ray Parker	Team Inspector
Mrs Sue Arnold	Team Inspector
Ms Sarah Williamson	Team Inspector