

Organisation name	Belfast Metropolitan College
Inspection date	18- 21 March 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. The College should submit evidence within six months that MIS records contain students' emergency contact details.

Publishable statement

The British Council inspected and accredited Belfast Metropolitan College in March 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

The large English language teaching department of this large college of further education offers courses in general English and ESOL for citizenship for adults (16+).

Strengths were noted in the areas of staff management, premises and facilities, and academic staff profile.

The inspection report stated that the organisation met the standards of the Scheme.

Organisation profile

Inspection history	Dates/details
First inspection	22-26 March 2010
Last full inspection	As above
Subsequent spot check (if applicable)	08 November 2011
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Cambridge English CELTA.

State Sector

Type of institution	College of Further and Higher Education
Other accreditation	N/a

Premises profile

Address of main site	Titanic Quarter Campus, 7 Queen's Road, Belfast, BT3 9DT
Details of any additional sites in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	Castlereagh Campus - evening classes, weekdays only
Details of any additional sites not in use at the time of the inspection	Millfield Campus - Saturday morning only
Inspectors' note of sites inspected	<p>All three sites were visited. In August 2007 Belfast Institute merged with Castlereagh College, and then rebranded to form Belfast Metropolitan College. In November 2011 the new £44 million Titanic Quarter (TQ) building was launched, a PFI initiative, and most of the ELT provision is based there. The Titanic Quarter, just outside the city centre, is the largest waterfront regeneration project in Europe, and the college building stands among a number of new buildings, the most iconic being Titanic Belfast, the museum of the history of the Titanic, which is opposite the college.</p> <p>The Belfast Met building has been designed in the shape of a liner, with two arms encompassing a central landscaped courtyard with a water feature. Some of the ground floor rooms, such as the cafeteria, have floor to ceiling windows which open onto the courtyard. Teaching rooms are on four floors, with a six storey triangular atrium at the 'prow'. In the basement there is a public carpark. Among other facilities, the campus has a learning resource centre on two floors, a fine-dining catering restaurant, as well as a large cafeteria which is supplemented by a coffee cart in the reception area, a gym, a beauty salon, computer and multi-media suites. Rooms on the south side of the building have views over the regenerated port area. The language centre staff are based in rooms on the second floor, where the bulk of their TQ teaching is also timetabled.</p> <p>Some ELT evening classes are also delivered at the Castlereagh campus which is about three miles south east of the city centre and a twenty minute drive from the Titanic Quarter. It is an early twentieth century building in blocks, which has been effectively renovated to meet the college's current needs.</p> <p>There is a Saturday class at Millfield in the city centre. Since the human resources department is sited there one of the inspectors visited the campus, which was purpose-built in 2002 by the same company that built the TQ campus. It is entirely fit for purpose, but is much less imposing architecturally than the TQ campus.</p>

Student profile	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	20%	20% in February
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	Current enrolment to date 844: 698 excluding first semester students	855: 708 excluding first semester
Full-time ELT (15+ hours per week) 18 years and over	2	2
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	837 (691)	848 (701)
Part-time ELT aged 16-17 years	7	7
Part-time ELT aged under 16 years	N/a	N/a
Minimum age (including closed group or vacation)	16	16
Typical age range	18-50	18-50
Typical length of stay	6 months to 2 years	6 months to 2 years
Predominant nationalities	Spanish, Somali, Sudanese, Polish	Spanish, Somali, Sudanese, Polish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	2	2 in March 2014
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	24	27
Number teaching ELT under 10 hours/week	17	
Number teaching ELT 10-19 hours/week	3	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	2	

Academic staff qualifications to teach ELT/ESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	14
Certificate-level ELT/ESOL qualification (TEFLI)	10
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	
Total	24

These figures exclude the academic manager(s)

Comments

The curriculum area manager is not included in these statistics as she does not have regularly timetabled ELT classes.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

34 out of 42 courses focus on ESOL Skills for Life and the remaining six are aimed at preparing students for IELTS, FCE, CAE and CPE.

All courses are part-time. The minimum enrolment period is a semester (17 weeks). The courses designated 'intensive' have 13.5 day-time contact hours, and other courses run for two or four hours, during the day or evening. The two truly international/EFL students enrolled at the time of the inspection attend an intensive course and a four hour IELTS class, taking their class contact over the required 15 hours.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay		
Private home		
Home tuition		
Residential	1	
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family	690*	
Students own arrangements		

*The college does not keep records which indicate into which of these two categories the accommodation falls.

Introduction

Belfast Metropolitan College is the largest College in Northern Ireland and the sixth largest provider of further and higher education in the UK. It offers 507 courses from Entry level through to Level 7, and has currently 37,000 enrolments for both part-time and full-time courses.

In June 2009 an efficiency review of the college was undertaken after a series of adverse audit reports, and later that year a new principal was appointed whose initial role was to draft and implement a college improvement plan. This resulted in a major restructuring and redundancy programme of both the academic and support staff which began in late 2010, with a new senior leadership team appointed a year later. Since the last full inspection then, there had been considerable change. By the time of the current inspection most of the changes had been accomplished, and the staff were feeling more confident in their roles and responsibilities.

The college is structured into three directorates, curriculum, development and learner services, and operations. The curriculum directorate is divided into three faculties, and each faculty has three schools. ELT is sited in the school of

'A' level, adult access and languages, in the faculty of technologies and academic studies. The current curriculum area manager (CAM) for ESOL/EFL, who also has responsibility for modern foreign languages and sign languages, took up her post in June 2011 as a result of the restructuring. She estimates that she devotes about three quarters of her time to ESOL/EFL. As the data above demonstrate, the overwhelming majority of the students enrolled are ESOL, of whom the CAM estimates 20% are asylum seekers, whose fees are remitted. The remaining students are economic migrants who have settled in Belfast on a permanent or temporary basis, and their courses are co-funded. At the time of the inspection there were two international students on ESOL/EFL courses. The curriculum is designed to accommodate and integrate both ESOL and EFL, so the inspectors were asked to take account of the whole provision. Of the 44 courses running in the week of the inspection, eight were intensive and the remaining 36 were part-time, with many of them delivered in the evenings. As a result, there is a high proportion of staff on part-time, hourly-paid contracts, with those who had served for three years 'part-time permanent', that is, guaranteed employment, but with no commitment on the college's part to a fixed number of hours. Of the 24 teaching staff included in the statistics above, four were on permanent full-time contracts, three were associate lecturers, and 17 were hourly-paid.

As part of the restructuring an international office was set up in the directorate of development and learner services to further the college's internationalisation strategy. The international office has responsibility for international recruitment, and international student welfare.

The inspection lasted for four days and three evenings, with both inspectors observing evening classes on those evenings. During the inspection, meetings were held with the following:

- the principal
- the director of curriculum
- the director of development and learner services
- the head of business development
- the head of the faculty of technologies and academic studies
- the head of the school of 'A' level, adult access and languages
- the curriculum quality assurance and performance development manager
- the head of the standards improvement unit
- the CAM ESOL/EFL, MFL and sign languages
- five of the language centre's ESOL/EFL co-ordinators
- the head of learning services
- the head of student support
- the head of organisational development
- the head of corporate communications and marketing
- the senior marketing officer
- the business support unit manager
- the secretaries, academic studies
- the estate governance officer
- the estate area manager
- the international officer
- the international office administrator
- the learning resource manager
- the HR services manager
- the HR resourcing consultant
- the student liaison officer
- the student union committee member responsible for the international student society.

Two teachers' forums were held, and three students' forums, one for intensive students and one each for evening students at the Titanic Quarter campus and the Castlereagh campus.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The CAM reports to the head of school who reports to the head of faculty who reports to the director of curriculum and hence to the principal. Within the language centre (LC) there are a team of academic co-ordinators who work with the CAM and have responsibility for specific curriculum areas and/or functions. They are particularly important in liaising with the part-time staff. Support services, such as corporate development, which encompasses marketing, quality assurance, and strategic planning, among others, and learner-facing services such as student services and international, have a similar vertical structure within their directorate, but there are committee structures in place to ensure they are well integrated into the curriculum areas that they support.

M3 Job descriptions are clear. In response to the last inspection report, the co-ordinators now have a generic and a specific description in place.

M4 Communication within the language centre is potentially problematic, given the number of part-time staff with limited class contact teaching across three sites (and outreach centres). However, LC staff all agreed that communication was excellent, facilitated by a robust co-ordinator system, e-mail, a collegiate staffroom and a responsive CAM. Hourly-paid staff clearly felt part of the team. Formal communication upwards and sideways is aided by the warp and weft management structure, by regular meetings at centre, school, faculty and senior leadership levels, supported by informal regular contact.

M7 There is a comprehensive college induction programme, which is supported by local induction via the relevant co-ordinator(s) and the CAM.

M8 There is a comparatively new appraisal system within the college, negotiated with the teaching unions, which for academic staff involves a classroom observation every two years which is used as evidence in the annual interviews. The system is hampered as a developmental tool by a binary system which grades observations as either satisfactory or unsatisfactory. At the time of the inspection all language centre staff had been observed formally for the appraisal scheme, with useful written reports indicating areas for development, and some had completed their annual interviews. However, within ESOL/EFL all staff are observed more regularly by the CAM and the co-ordinators, all of whom are TEFLQ, and a successful peer observation scheme operates in parallel. This is supported by a simple but effective form which is returned to the CAM to indicate that the compulsory peer observation has taken place. It was clear reading reports for all types of observations that this was encouraging staff to seek further upgrading of their skills in areas where they or their observer identified a weakness or a lack.

M9 There are two whole college staff development days in February, the annual staff conference, where general sessions and specialist sessions are held, for academic and support staff. The training needs of support staff are analysed yearly, and the results feed into their sessions, as well as into individual plans.

At the last conference the ESOL/EFL staff had some focused ELT input. The LC also subscribes to an online staff development platform, and staff have been working on the teaching pronunciation and vocabulary modules. This allows part-time staff who may not be available at set times to participate and benefit from a development programme. Staff reported favourably on the contents and commented that they felt it had had positive effects on their teaching.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 There are sufficient staff within the school office to cover when the academic studies secretaries are not available. The online booking system for placement testing has also led to known numbers for assessment, so the staff required to manage the process can be better anticipated.

M12 The students interviewed were positive about their treatment by both academic and support staff, commenting that they had been dealt with with sensitivity. This is particularly important for the international office staff whose responsibility it is to assess fees for non-EU passport holders. At enrolment periods at the beginning of semesters enrolment staff are also encouraged by managers to emerge from behind their office glass if students cannot be heard or have other communication problems.

M13 The part-time enrolment form currently asks for 'Emergency contact', to which students are responding with, for example, 'mother', despite 'relationship' being the next question. The form is to be amended for 2014/5 to include 'Name of emergency contact'. However, some of the MIS records sampled did not contain any emergency contact details. Staff helping students with enrolment need to ensure this section of the form is completed.

M14 The policy is that students who miss four consecutive classes will be contacted by the class teacher and this process is facilitated by a report from MIS, and the scheme overseen by the CAM. Student attendance, including reasons for absence, is tracked on the student tracker in each class. Currently, although it is recorded, there are no sanctions on lateness.

M15 The student disciplinary policy and procedure is available to students on the VLE, and attendance and visa conditions are addressed in the international students' handbook and the course handbooks.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Systems are regularly reviewed, in the curriculum areas via the course review cycle, where the curriculum contents and the results come under particular scrutiny. One outcome of this process, for example, is that the LC staff are considering whether a modular approach to the Skills for Life syllabus would better meet their students' needs, and improve their final achievement.

M18 The college administers two surveys annually, one in October on the enrolment and induction process, and one in May which focuses primarily on teaching and learning. ESOL/EFL students do a student satisfaction survey which has been tailored to their linguistic needs at the end of each semester. The results from this inform the course review process. The ESOL intermediate/advanced survey of May/June 2013 omits any question on resources. Student representatives also have regular meetings with the director of curriculum, and with the student union. The results of these meetings are fed back to the curriculum area through the appropriate channels.

M19 Formal staff surveys are undertaken centrally. As a result of this, for example, a health and well-being programme has been set up for the staff. Within the LC, feedback is also gathered informally by one of the co-ordinators, who feeds back to the CAM, who takes action where this is possible.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

ESOL/EFL publicity is a problematic area for the college. This is for two reasons. Firstly, the English language students enrolled at the college currently are almost exclusively ESOL students. So the college publicity detailed below is aimed at a local audience. Secondly, the website carries some international information, but it is by no means comprehensive, and the site is in the process of being thoroughly redesigned. A new much more technically advanced version is in preparation for May 2014. At the time of the inspection the college was recruiting internationally and had formulated an international recruitment strategy which will begin in September 2014. Print publicity consists of the booklet 'Professional Development and the Language Centre', the 'International Prospectus, Full-time courses, September 2014', which is designed to advertise all the college's courses, and the part-time prospectus, which is designed for prospective local students.

M23 Very general course descriptions are given in all the publicity at present. Course handbooks contain detailed information, but these are not available to students prior to enrolment.

M24 The part-time prospectus indicates the times of classes, but these are not stated in the other media. The number of taught hours is clear in the international prospectus and on the website. The course dates are only available in the part-time prospectus, and any non-teaching days are not stated in any of the media. The minimum enrolment age is stated on the website. The ESOL/EFL maximum class size is stated in the international prospectus but not in the other media.

M25 The cost of tuition is clear in the international prospectus, and in the part-time prospectus, and on the website, though the latter is obfuscated by its dual focus of prospective ESOL and EFL students. The approximate cost of teaching materials the students will have to buy, the cost of any leisure programme, course related examination fees, and deposits, refund policies etc. are not stated in any of the materials.

M27 Met because leisure opportunities in Belfast and in Northern Ireland in general are outlined, but no indication is given of the free excursions organised by the Students' Union for international students.

Management summary

The provision meets and in some areas exceeds the section standard. Management of staff is effective, and communication both within the LC, the faculty and the wider college is of a high quality. *Staff management* is an area of strength. The college has put into place a supportive infrastructure for student administration, which ensures the systems are sensitive and responsive to students' particular needs, although recording of students' emergency contact details needs greater rigour. Quality assurance procedures are sound and students' views are sought effectively and inform the work of the LC. Neither the print publicity materials nor the current website contains all the information required by the Scheme. However, generally the management works effectively to the benefit of its students.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Titanic Quarter is a state-of-the-art, award-winning campus, which has both functionality and style, and provides an exceptionally comfortable and spacious environment for students and staff. The Castlereagh and Millfield campuses, where some evening classes and Saturday morning classes are held respectively, have been

well renovated and equipped, and are entirely fit for purpose.

R2 All campuses are well decorated, in a good state of repair, well-maintained and clean. The TQ campus is particularly attractive, with each floor helpfully colour-coded, and with the atrium allowing light to penetrate throughout the south end of the college. Its height provides a vista from the bottom to the top of the building and beyond, which helps to create a sense of community, both within the college and looking out to the wider city of Belfast. The external area at TQ with its water garden and patio area onto the cafeteria makes excellent use of the central courtyard space. The college received a lottery grant to curate some of its heritage materials from the original 1906 Municipal Technical Institute, from which the modern college derives, and these add cultural and visual interest throughout.

R3 Some of the classrooms in use at TQ are spacious computer rooms which are configured in rows with a central aisle. The design of these is not entirely suited to language teaching. Ideally the rooms would be configured with tables in the centre and computer terminals around the edge, so students can easily move between collaborative whole class activities and computer use.

R4 The large cafeteria on the ground floor, which is divided into more intimate sections, offers a choice of hot and cold options at reasonable prices, and a bakery. In better weather the floor-to-ceiling windows can be opened allowing access to the outside eating area. Most students and staff eat here on a daily basis, but there is also the catering restaurant which provides a more sophisticated menu. A coffee cart offers an alternative for drinks and snacks for people passing through the reception area. The students' union at TQ has a spacious area where students can relax and socialise. Students staying in the hall of residence have access to a range of common areas.

R5 Signage is generally excellent: comprehensive, well-situated and with a clear print-face, and this is supported by the colour-coded decor. The company which built the college also has the contract to maintain the building, and they allow nothing to be attached to walls. There are notice boards in corridors and some classrooms, but few of them seem to be dedicated to a particular focus, such as the 'Respect' agenda or health and safety, and most display a random collection of unorganised official notices and posters. This makes it difficult for students to access the information they need.

R6 Staff work-rooms are spacious, and hot-desking is the expectation. They have central work tables and a relaxation area with comfortable seating, as well as a well-equipped kitchen and views over the regenerated port area and the Titanic museum. Long lockers are provided for staff, though some members felt these were inadequate.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students are expected to buy their own coursebooks. The learning resource centre (LRC), in response to student feedback, stocks multiple copies of the set texts, particularly for use at the start of courses. The LRC also has a substantial collection of readers which LC staff encourage students to use in class time. As every publisher works to a different word count for each level, it would help students to select the most suitable readers if these were colour coded to a uniform level related to the college classes.

R9 All ELT classrooms at all three campuses have interactive whiteboards/data projectors, and staff used them confidently to support learning. They reported that technician support was fast and effective when things went wrong. A virtual learning environment (VLE) was also in use, and materials for ESOL/EFL students were being developed. The students we spoke to were very positive about this.

R10 The LRC has areas for quiet and silent study, and for online working.

Resources and environment summary

The provision meets, and in the area of premises and facilities, exceeds the section standard. The college campus at the Titanic Quarter in particular is exceptionally well designed and maintained, and provides an inspiring general environment. The other two campuses, while not reaching the same architectural standard as TQ, have been effectively up-dated and are well maintained and equipped. The majority of the teaching rooms are excellently appointed and equipped. There are a number of food outlets available to students and staff, as well as other leisure facilities. *Premises and facilities* is an area of strength. Learning resources are generally of an acceptable standard. The college provides excellent premises and facilities to support students in their studies, and a professional

environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 Staff are appropriately qualified.

T4 The academic manager is well qualified and experienced and provides excellent academic leadership. She has clearly set high standards for her staff and made a considerable impact on the development of the LC during her two years in post, introducing systems to ensure that management and communication in a potentially unwieldy curriculum area are workable, and raising the profile of ESOL/EFL within the college. She is well supported by a TEFL qualified, dedicated team of co-ordinators.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Timetabling is generally appropriate. However, the number of evening classes scheduled sometimes has a negative impact on those staff who are timetabled for split shifts.

T8 The policy is that classes will be covered, and this is certainly to the benefit of students. The LC had recently had to deal with an unprecedented amount of long-term absence, and this has been onerous for some staff if 'free' time is consistently encroached upon. However, when it is clear that staff will be absent for a sustained period, a permanent substitute is contracted.

T9 The issue of continuous enrolment, identified at the last inspection, has been tackled. Students now enrol for the minimum of a semester, and although there is a window at the beginning of each semester when enrolment is possible, this period is limited. Students who enrol during this period are encouraged to use the VLE, and the schemes of work, monitored through the tutorial system, to make up any identified lacks.

T10 There is ample support from the CAM and the course co-ordinators. Colleagues, via the formal peer observation scheme as well as in informal contact in the staffroom, also contribute to that support.

T11 There is formal peer observation once a semester. The teachers' reports from this suggested it was a fruitful system for encouraging reflection and teacher co-operation in training and development. In addition the CAM observes co-ordinators annually, and new staff, and the co-ordinators observe their course team members. This observation is linked to the appraisal system. All are supported by the central college standards improvement unit. In order to comply with Scheme requirements, the LC formal observation scheme differs slightly from the college scheme, which is common to all Northern Ireland FE colleges, where classroom observations every two years are linked to appraisal. Teaching observations during the inspection suggest that there is a correlation between a Level 7 qualification and classroom performance.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Published coursebooks are used throughout the LC. For ESOL classes, books are chosen that are mapped to the ESOL core curriculum, and for the Cambridge main suite classes staff choose the book they feel is most appropriate. The LC is currently considering whether to choose a uniform book for each level. From the chosen coursebook a detailed scheme of work is derived.

T13 Course design is reviewed as part of the quality review cycle. As a result of such reviews, the staff involved in the ESOL classes are considering whether to use more overtly ESOL materials, and a possible shift to a modular system for ESOL, so each skill is focused on in particular. They judge that this could improve student achievement.

T14 There are outlines in the course handbooks, and the schemes of work are also available on the VLE when this is appropriate.

T15 Students are set interactive project work for homework, encouraged to use the materials on the VLE, and all students are involved in a reader challenge project which is formally integrated into course programmes.

T16 The student union (SU), which is very active at Belfast Met, has recently taken the initiative to found an international student society to provide opportunities for students to mix with other international students and they can also meet British/ Northern Irish students if they join the SU clubs and societies. Some also take part in wider SU activities. They also of course participate in the usual democratic procedures of the SU.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 A published placement test is used, with the addition of a writing and interview component. In evening class provision in particular, observations suggest quite a wide range of levels. (See T18 below.)

T18 The current long semester system and the range of coursebooks in use means that the system is not very flexible, so a student who makes very quick progress, especially in evening class provision, may have limited opportunities to change classes. Tutorials are held once a semester for all students and the LC operates a useful tracking form which indicates, for example, information about attendance and goals.

T22 Careers advice is readily available in a specialised centre.

Classroom observation record

Number of teachers seen	24
Number of observations	25
Parts of programme(s) observed	Intensive, part-time day, part-time evening including all levels and examination courses.

Comments

One teacher was seen twice as she was teaching an IELTS class and an intensive course.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Modelling was generally accurate and appropriate. Staff indicated word stress and word class, and phonemic symbols were used to illustrate aspects of pronunciation in many segments. Grammar was usually well presented and explained. In weaker segments the grammatical use conveyed to students was sometimes partial, or contextualisation was inauthentic.

T24 Staff were well able to adapt their language to the level of the learners and showed awareness of the need to differentiate. Most planned well with a variety of media and materials to cater to a range of learning styles. In weaker segments some staff did not show awareness of their own idiolects, for example, using distorted stress patterns.

T25 Schemes of work were detailed and demonstrated a good knowledge of the students' needs and wants, and these were effectively translated into learning outcomes for individual lessons. Learning outcomes were sometimes expressed from the point of view of the teacher rather than as student behaviours; instead of relating outcomes to grammar, they would be better expressed as practical tasks. However, this did not impinge on the effectiveness of the lessons. Class profiles indicated that teachers were aware of their students' various needs. Lessons were planned with a range of activities, skills practice and interaction patterns, as well as a variety of educational technology.

T26 All plans demonstrated a coherent sequence of activities and logical progression. Homework and previous lessons were reviewed; effective lead-in stages to the main focus of the lesson were planned. Better segments reviewed work before moving on to the next phase of the lesson.

T27 Teachers used a wide range of resources, such as the interactive whiteboard, the conventional whiteboard, video clips, Google search, cut-up words and strips for matching activities, the students' phones for visuals, the computer stop-watch for timing tasks, handouts and worksheets, some teacher-prepared. The majority were used with confidence and competence. In weaker segments students were not encouraged to sit together but were allowed to spread out over a large space, and handwriting on the board was untidy and unclear.

T28 Some excellent examples of choral and individual drilling were seen, and of finger high-lighting. Effective concept questions were formulated in these better segments, along with good use of both peer and delayed teacher correction. Pronunciation at the word level was generally well integrated. Pair and group work was effectively monitored, and elicitation was skilfully employed by the majority. In several weaker segments there were missed opportunities for the use of these techniques. In particular, vocabulary was often taught ineffectively, with over-reliance on students producing a definition, and insufficient focus on collocation, style and variety. Sometimes too at lower levels students were not given enough controlled practice opportunities before group or pair work. Although practice of the pronunciation of individual words was generally good, this needed to be extended with a greater focus on chunks of language, and on the stress and intonation of longer utterances. Some staff used a marking scheme for written work whereby students had to notice error and correct it. This technique could usefully be standardised across the LC.

T29 In stronger segments there were clear instructions and checking of students' understanding, good pre-teaching, where this was appropriate, and effective prediction exercises. A good pace was maintained by, for example, ensuring pairs were changed, accepting all answers whether correct or not, prior to a listening text, mixing teacher-fronted and student-centred activities. Most students were fully engaged most of the time. In weaker segments teachers sometimes gave instructions but no demonstrations which led to the need for time-wasting repair, and nomination was under-used. When there was too much teacher talking, the pace dropped.

T30 In most classrooms a positive learning atmosphere prevailed, segments were lively and dynamic, and teachers were energetic and confident, which made the students so too.

Classroom observation summary

The teaching observed met the requirements of the Scheme. All the segments observed were acceptable, and just over half were good or better. Staff were linguistically knowledgeable and principled in their planning, and had a clear understanding of the outcomes they wanted for their students. Materials were in general fit for their purpose, and appropriately adapted or designed for the group. Teachers had command of a wide range of technical resources and demonstrated a variety of procedures and techniques which supported the students' learning. Most lessons were interactive and student-centred. Students demonstrated accurate and confident use of the spoken language, suggesting that their language training had been focused and well mediated. Generally the atmosphere in classrooms was professional, relaxed, and yet purposeful, which created good opportunities for learning.

Teaching and learning summary

The provision meets the section standard. The academic staff are generally well qualified and experienced and are well-supported by their academic manager, their course co-ordinators and administrators. The *Academic staff profile* is an area of strength. The courses are well-organised, sufficiently resourced, and reviewed in the light of

feedback. In most classrooms students were fully engaged in purposeful activities. Students commented that they felt they were making good progress, and that the LC was fully supporting them to achieve their objectives.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Ensuring the safety and security of students is taken extremely seriously by all members of staff, and the required health and safety policies and procedures are in place in the college. Students have access to course handbooks which give practical information on many aspects of personal security and living safely in Northern Ireland. This is reinforced at induction. The single entry points to the campuses of the college are carefully controlled by swipe card (student ID) access through a secure barrier. In addition there are security cameras throughout the college. Students who need a taxi, but have no money to pay for it, can use a local cab company that will accept a student card as guarantee of payment. The card is returned to the students' union and the student then pays the taxi fare and their card is returned. The university hall of residence recommended by the college has 24 hours seven days a week security on site. There are rigorous procedures for safeguarding all students whatever their age.

W2 All staff are committed to giving appropriate pastoral care. Students are supported by their teachers, the curriculum area manager, staff in the school office, the international office and by the college-wide student support services. The student union also provides welfare advice. There is a quiet faith room available for students.

W3 Students reported that they would feel comfortable speaking about personal problems with their teachers and with staff in the ESOL section and in the international office. Students are referred to the college-wide student services when necessary. The college also works in partnership with an external agency to provide a student counselling service and the agency offers weekly drop-in sessions. If there are any very serious issues it can be arranged for students to be seen outside the weekly sessions.

W4 There is a detailed written policy and procedure for dealing with abusive and unacceptable behaviour by staff and students. A simpler version is made known to students in their course handbooks and focuses on the importance of showing respect for all members of the college community. There are guidelines on what they should do if they feel students or staff are behaving badly or inappropriately.

W5 A 24-hour college emergency contact number is provided in writing for students. International students are given this before they arrive and again when they are in the college. The phone is currently held by the acting international office manager. In addition to this number, students are given the 24-hour number of the partner external agency which offers counselling and support (see W3). The international student handbook and the ESOL course handbooks provide a range of other useful contact numbers.

W6 Pre-course information gives students clear information about the college airport pick-up service. Information about forms of transport for students who choose to travel independently is also included, but the cost is not.

W7 Students receive relevant, useful information when they arrive. All students are provided with appropriate advice and guidance at induction and during their stay. Staff in the international office and the school office are always ready to give additional information and support. Currently, as there are very few international students, they receive an individualised advice and guidance service from staff in the international office. It was noted, however that the international student handbook, which covers all the points in this criterion, would not be easily accessible to international students entering the college with lower levels of English.

W8 Information about health care in the UK is provided and students benefit from being able to register with the health centre at Queen's university. The college has a team of staff with first aid qualifications. As the majority of students are home/ ESOL students or from other EU countries the information does not distinguish between EU and non-EU students.

Accommodation profile

Comments on the accommodation seen by the inspectors

There are two homestay providers currently on the college register. Over the last three years five students have been placed. There were no students in homestay accommodation during the inspection. The inspector was unable to visit either of the homestays as one host was on holiday and the other was working. Students who do not want homestay accommodation are introduced to other accommodation in university halls of residence. They are also given information about a Belfast housing association which provides accommodation for single people and students. Staff in the international office make initial arrangements for students to stay in one of the halls of residence or in the housing association properties, but the contract is between the student and these organisations. One inspector visited a university hall of residence, which was of a very good standard.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the required facilities were in place.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Homestay providers are given a guide with rules, terms and conditions and are asked to sign to indicate that they agree to the terms and conditions. However, the requirement for hosts to carry out a fire risk assessment is not included.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 The standard of the cleaning of communal areas is very high.

W23 A nurse is on site every morning and there are a number of trained first aiders.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Students are given information about a Belfast housing association which provides accommodation for single people and students, and about renting apartments or shared houses. The accommodation guide contains some advice for students who choose to rent their accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about social, cultural and sporting events in Belfast and Northern Ireland is displayed on notice boards and a member of the student union visits all classes to promote future activities.

W27 Students are members of the student union. The union has developed an international student society which organises a programme of free activities including one major excursion every month and a range of sporting and social activities each week. Students can join some of the student union clubs and integrate with UK students.

Students reported that they enjoyed the weekend trips and other activities and thought they were well-organised.

W28 Written risk assessments are in place. However, they do not take into account the students' English language ability or the fact that some students may have arrived in the UK very recently.

Welfare and student services summary

The provision meets the section standard. The procedures in place to ensure the safety and security of students are of a very high standard and the needs of students for pastoral care and information are met. The management of the accommodation systems works to the benefit of students. Appropriate leisure activities are provided.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a comprehensive and detailed safeguarding policy in place and within the overall policy a child protection policy is included. The designated member of the governing body with responsibility for safeguarding liaises with the head of student support who is the college designated safeguarding manager. They deal with college strategic and operational protection matters. To support these roles there are a number of designated safeguarding officers across the college campuses to deal with the day-to-day issues which may occur. The policy

is reviewed annually.

C2 All members of the safeguarding team have undertaken safeguarding training and also have regular up-dating sessions. Safeguarding training is organised for all staff at induction and from then on annually.

C3 There is no description of the level of care and support given to students under 18.

C4 Recruitment materials for roles involving access to under 18s do not refer to reference requests asking specifically about suitability for contact with under 18s.

C5 All staff have criminal record checks through Access NI (Northern Ireland).

C6 Students aged 16 and 17 are enrolled as adults and it is clear at the time of booking that the leisure activities available are not scheduled and are not part of an inclusive package.

C7 The college expects 16 and 17 year olds to stay with relatives.

C8 The contact number for the parent or guardian is included on the application form and parents/guardians abroad are given a telephone number that can be used to contact the college directly outside office hours.

Care of under 18s summary

The provision meets the section standard in most respects. The college has comprehensive safeguarding and child protection policies in place, and a team of staff to ensure that the appropriate procedures are followed. All staff are Access NI checked. Recruitment materials do not fully meet Scheme requirements. A description of the level of care for under 18s is not included in any publicity.
