

Organisation name	Brighton Language College
Inspection date	19–22 June 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in Publicity and Safeguarding under 18s have been addressed.

Summary statement

The British Council inspected and accredited Brighton Language College in June 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and professional English for adults (16+) and under 18s and vacation courses for under 18s and adults (16+).

Strengths were noted in the areas of course design and leisure opportunities.

The inspection report noted a need for improvement in the areas of publicity and safeguarding under 18s.

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

Introduction

Since 2014 the school has been wholly owned by EMG Ltd, a Japanese company which runs kindergartens for Japanese children in London. The owner and chairman of the company are based in London.

There have been a few significant staff changes in 2018. A new academic manager was appointed in May; this was an internal appointment of a staff member who had held the post previously. A new student services manager was appointed in March and a new welfare officer, who had worked at the school before, joined in May.

At least 65 percent of students book through agents. In the last 12 months the school had 13 closed groups from Italy Spain and Finland. Most groups stayed for one week. High school students coming mainly from Italy, China and Thailand also come in groups either through agents or direct bookings; these groups may be open or closed depending on the requirements of the group.

The inspection took place over three and a half days with two inspectors. Meetings were held with the director, the two regional sales managers, the finance officer, the international admissions co-ordinator, the academic manager, the senior teacher, the academic administrator, the academic registrar, the student services manager, the welfare officer, the activities manager, the activity organiser, the senior activity leaders, activity leaders, the accommodation officer and his assistant, group leaders and the transfer co-ordinator

There were two focus group meetings with teachers and two with students. All teachers but one were observed. One inspector visited three homestays.

Address of main site/head office

Brighton Language College, 7 Old Steine, Brighton BN1 1EJ

Description of sites visited

The school has two main buildings; 7 and 12 Old Steine. Building 7 is now considered as one building as the original buildings 5, 6, and 7 are connected on two floors. 12 Old Steine has a separate entrance. There are 36 classrooms across the two main buildings. Each building has a staffed reception area, a student lounge and a staffroom. In building 7 office space for support staff is open plan, with offices for the senior academic and administrative teams leading off from this area. The school owns building 5 and the other premises are rented. During peak periods when the junior vacation courses are running, the school rents six to eight Brighton University classrooms and has use of a cafeteria situated in a separate university building. All the premises were visited and all were in use, except for the Brighton University classrooms. Both university buildings are within walking distance of the school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
ESOL skills for life/for citizenship	<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"/>

Comments

The following course types were running at the time of the inspection:

- General English courses offered in the mornings and afternoons for adults aged 16 and above. Students can study for 12, 15, 19.5 or 24 hours a week. General English includes examination preparation classes for IELTS and courses leading to external general English examinations.
- Business English – a combination of 15 hours of general English and nine hours business English.
- Junior vacation courses of one to four weeks. In the summer students can choose between a course offering tuition in the mornings and activities in the afternoons, and a more academic course with more lessons and fewer activities. The age range for junior winter, spring and summer vacation courses is from 12 to 17.
- Two types of family vacation courses for young learners which take place for one to four weeks from March

to September. Explorer consists of 15 hours tuition only. One Explorer class at the time of the inspection was a closed group. The age range is from 5 to 11. The second type, Safari, consists of 15 hours tuition in the morning and an activities programme in the afternoon. The age range is from 7 to 11. Parents can choose whether or not to study in an adult class at the same time as their children.

Students aged 16 or 17 can enrol on adult courses. One-to-one tuition for adults and juniors is offered as a stand-alone course or in combination with group courses.

Accommodation profile

The school uses a large number of homestays in and around Brighton all of which are within reasonable distance of the school using public transport.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and strategic and quality management is satisfactory. The management structure is clear, with effective lines of communication. Overall, staff management is carried out well, but the area of staff monitoring needs attention. Publicity material is generally satisfactory, but it does not include all the required information and the language used is sometimes inaccessible. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide staff and students with a comfortable environment for work, study and relaxation. The recently refurbished and redecorated areas of the school are of a very high standard. Resources for learning and teaching for all courses are of a good standard and are reviewed regularly.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic manager and most of the teachers have appropriate qualifications. Overall, programmes of learning are well managed to the benefit of students. Teachers are supported by the academic manager and the senior teacher. Academic management is carried out efficiently and course design takes into account the needs of students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall, the needs of students for security, pastoral care and information are met. The accommodation provided is of a good standard and the management of the accommodation systems works to the benefit of students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

Overall the provision meets the section standard. Measures are in place to ensure that under 18s are cared for, but the designated safeguarding lead is not clearly identified or trained to a suitable level. There is a need for improvement in *Safeguarding under 18s*.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services	Met

offered. Appropriate action is taken and recorded.	
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength
Comments	
<p>M4 There are very good channels of communication. Meetings for all departments are held regularly. Teachers commented positively on communication in the school and appreciated the fact that senior management staff were always accessible and approachable. The school owners are in regular contact with the senior staff in the school.</p> <p>M5 End-of-course feedback is obtained and collated with action taken recorded, but at the time of the inspection there was no system for collecting initial feedback. During the inspection week a suitable initial questionnaire was produced and completed by new students. This is no longer a point to be addressed.</p> <p>M7 In addition to the school's action plan for the points to be addressed and self-evaluation against inspection criteria, the academic manager has drawn up an internal action plan to focus on departmental developments and resolutions which she found needed attention on her return to the academic manager role. The plan is within a time-frame and the necessary action has been taken or is work in progress. A review of attendance monitoring was undertaken by the student services manager and an action plan was drawn up to improve attendance (see M19).</p>	
Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M12 There is a very detailed and well-thought-out management performance (appraisal) system. However, teaching staff have not been appraised since 2016.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met
Comments	
<p>M14 Student administration is carried out very efficiently by the three regional sales managers. Student and group leader feedback indicated that they were appreciative of the high level of customer service from all members of the student administration team.</p> <p>M19 The rules on attendance and punctuality for adult and junior students are made very clear to students and staff at induction and in student and staff handbooks. Attendance is recorded systematically and regular reports are created. Significant absences are followed up appropriately.</p> <p>M21 The complaints procedure is included in the student handbook. There is a complaints log with action taken</p>	

recorded. However, much of the language used in the information is not accessible to students at Common European Framework of Reference (CEFR) B1 level or below.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The brochure is the main medium for publicity. The printed version is distributed to agents and there is a downloadable version on the school website. Additional information is on social media platforms.

M23 The language used is accurate, but some of the vocabulary used cannot easily be understood by lower level students.

M24 Most of the required information about courses is given, but although the levels of courses are clear, descriptions of objectives are too general to provide specific information about expected learner outcomes.

M25 The fees for course-related examinations are not included in the publicity.

M26 The description of the level of care given to students under 18 is not sufficiently detailed to reassure parents or guardians that the children will be cared for at all times.

M29 Claims to accreditation meet scheme requirements, but the marque used is not the 2018 version.

Premises and resources

Premises and facilities	Need for improvement
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Not met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 There is a rolling programme of refurbishment. Building 7 was refurbished to a very high standard in 2015. Although building 12 provides an adequate environment for staff and students, it is still in need of attention to bring it up to the standard of the rest of the school.

P5 Signage within the buildings is clear and fire exits are indicated. Posters and notices are displayed in the classrooms, but there are very few noticeboards for the display of general, up-to-date information for students.

Learning resources	Need for improvement
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	N/a

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are extremely well organised with a wide range of suitable up-to-date supplementary materials for students of all ages and levels. Teachers use readers in lessons and encourage students to borrow them from the stock of readers available.

P8 The teacher resource library is very well organised. Methodology books are available for teachers to borrow. There are three photocopiers for teachers to use; however, computer and printing facilities are limited.

P11 Students are encouraged to join the local library. The student handbook gives students details of the library address, opening hours and website. Some teachers visit the library with their students.

P12 A course design and development schedule has been drawn up to provide an ongoing review process which includes a review of resources. Teachers reported that the school is responsive to requests for materials and new publications are trialed. Extra staff are employed to assist with in-house materials development.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 Rationales were submitted for three teachers who do not have a level six qualification. They were accepted in the context of this inspection. All teachers have an initial TEFL certificate. Teacher A, who does not have regular teaching during the summer, is available for cover. He is currently studying for a BA degree and has five years' EFL experience. Teacher B has over 16 years' teaching experience in the UK and abroad and is a trained examiner for an external awarding body. Teacher 3 has 10 years' teaching experience and is also a trained London tour guide.

T2 Rationales were accepted for two teachers who had followed initial TEFL training courses with acceptable academic input and teaching practice even though they did not fully meet Scheme requirements. They are well-supported by the academic manager and the senior teacher.

T4 The academic manager has an initial TEFL certificate and a post graduate diploma in TESOL with information and communication technology (ICT). She has over 11 years' experience in the UK and abroad. Before becoming academic manager in the school she was the senior teacher and then the assistant academic manager. She left the school for a year, but in total she has been the academic manager at the school for four years and has also held the post of materials developer within the school.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Matching teachers to courses is a complex task in this school with adults, juniors and young learners.

Information about teachers' experience and preferences is obtained at the interview stage and recorded on a chart for easy reference. Records are also kept for returning summer teachers. More experienced teachers are encouraged to extend the range of courses they can teach.

T9 Teachers are well supported at all times by the academic manager and by the senior teacher, who works during peak periods. Induction procedures are thorough. The teachers' handbook gives new and existing teachers detailed information about materials and methodology. New teachers have an informal developmental observation within the first week of teaching and there are opportunities for peer observation for all teachers. The academic manager and senior teacher check weekly plans and lesson plans in order to give advice and make suggestions.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The core course materials vary depending on the type of course, but the academic manager has developed an overall 'general learning aims for course design and evaluation' document which underpins the school's principles with regard to course design. It is used as a guide for the choice of coursebooks and the development of in-house materials. In addition to learning aims for the four skills and for grammar and vocabulary, there are aims for pronunciation, learning strategies, cultural awareness, critical thinking and English as a lingua franca.

T12 For the review of course design, courses are evaluated against 'the course design and evaluation' document. This is supplemented by a 'course design and development schedule'. All courses are reviewed annually at set times. Staff and student feedback also inform the review process.

T15 Learning strategies and independent learning are an integral part of all courses. Teachers also recommend appropriate online dictionaries and there is a phonemic chart in all classrooms, which students are encouraged to make use of. Students are told about websites and apps that promote autonomous learning.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	All types of courses were observed: general English, IELTS, business English, junior and young learner courses and a young learners' closed

group.

Comments

One teacher was absent on the day of her scheduled observation.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Most teachers produced accurate models of spoken and written English, but in a few lessons non-standard English was used. Phonetic symbols, word stress and parts of speech were indicated on the board. In the better lessons explanations were clear and uncomplicated.

T24 Brief course profiles helped teachers to plan lessons to meet students' needs, but differentiated tasks were not planned to cater for a classes of students with a range of ability. The content of lessons was very appropriate for the age and level of the students. Interesting, stimulating topics were chosen.

T25 Lessons were appropriately staged with a coherent sequence of activities moving from simple to more complex language and tasks. Although learning outcomes were shared with students at the beginning of lessons the focus was more on teacher aims rather than what the students would be able to achieve.

T26 A range of appropriate techniques was used. In the better lessons, there was effective nomination and elicitation of ideas and language, and tasks were set up well. Pronunciation was taught competently in some lessons, with appropriate choral and individual practice. There were a few examples of good vocabulary presentation and practice with helpful concept checking, but in many lessons teachers did not have effective strategies to deal with new vocabulary.

T27 To aid teachers' organisation of the whiteboard all the boards have permanent section headings for lesson aims and new vocabulary. Information was well organised and colour was effectively used to highlight linguistic features. Useful handouts and worksheets had been prepared to supplement the core materials.

T28 Teachers supported students in pairwork and small group mode. However, in many lessons there was little self, peer or teacher correction on occasions when they would have been appropriate.

T29 Evaluation of learning was achieved through the monitoring of students working individually or together and through revision, recycling and freer practice activities.

T30 There was a purposeful learning atmosphere in nearly all lessons and a good rapport between students and teachers. Most students were fully engaged, participating enthusiastically in activities. Teachers provided opportunities for personalisation. Language was adapted to meet the requirements of students at all levels. The inspectors received positive feedback from students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard of teaching ranged from very good and good to unsatisfactory, with the majority of lesson segments being satisfactory. Most teachers produced accurate models of spoken and written English. Lessons were generally well focused and structured, although some learning outcomes were too general, reflecting what the teacher planned to do rather than what the outcomes for the student were planned to be. Most teachers used a range of techniques, but vocabulary teaching was not effective in many lessons. Appropriate resources were used competently. Teachers monitored and supported students in pair and groupwork, but they did not always correct students when it would have been appropriate. There was a high level of student involvement and participation and a positive atmosphere in all lessons observed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W2 Met but the plan's focus is on major incidents happening within the school rather than externally.
W3 Welfare staff are introduced to students at induction but there are no photographs in the school to remind students who they are.
W4 There is a policy in very inaccessible English and a policy statement in somewhat clearer English. Although they can be accessed through the website, neither is on display in the school

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Not all homestays had been revisited within two years.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	

W23 Met but because there are few noticeboards in the school, there is relatively little information about local events on display. However, some information is conveyed through social media, and students are taken on a tour of the city, during which local venues of interest are pointed out.

W24 There is a very wide range of activities appropriate to the school's student age range and there are suitable alternatives for activities that have to be cancelled.

W25 The leisure programme is very well organised and resourced and is competently managed by a team of co-ordinators, senior leaders and leaders.

W27 Staff working on the leisure programme have suitable training and backgrounds, are well inducted and are accompanied by experienced colleagues on their initial activities.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

S1 There is a safeguarding policy that contains a number of the required elements but not the name of the designated safeguarding lead or contact details for him/her. There is an indication that a welfare officer is the DSL and there is a description of the role in the welfare officer job description but not in that of the accommodation officer who is also mentioned as a potential DSL. Not all staff were aware of the DSL's identity.

S2 Neither the welfare officers nor accommodation officer are trained to the level required for a DSL.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2014 (as Brighton Language College)
Last full inspection	2014
Subsequent spot check (if applicable)	2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995
Ownership	The school is owned by a limited company. Company number 05616210
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	97	160
Full-time ELT (15+ hours per week) aged 16–17 years	25	25
Full-time ELT (15+ hours per week) aged under 16	44	325
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	166	510
Junior programmes: advertised minimum age	5	5

Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian / Turkish	Italian / Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–25	20–25
Adult programmes: typical length of stay	8 weeks	4 weeks
Adult programmes: predominant nationalities	Italian / Thai	Italian / Korean

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	23	47
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	17	
Number of academic managers for eligible ELT courses	0	0
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The Academic Manager was not scheduled to teach during the inspection week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	18
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	23
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	77	49
Private home	0	0
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	20

Staying in privately rented rooms/flats	20	0
Overall totals adults/under 18s	97	69
Overall total adults + under 18s	166	