

Organisation name	East Sussex College
Inspection date	16–17 May 2023

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.

Summary statement
<p>The British Council inspected and accredited East Sussex College, Lewes in May 2023. 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).</p> <p>The English language teaching department of this college of further education offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, care of students, accommodation, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

East Sussex College is a large college of further education formed in March 2008 through the merger of Sussex Downs College, with campuses in Eastbourne and Lewes, and Sussex Coast College, based in Hastings. This newly expanded college is called East Sussex College Group but is in fact a single large college with a total of seven campuses in four towns.

English is taught in the international department which has over 300 enrolments annually, with around 130 international students attending the college at any one time. It encompasses all international courses and all ELT work and includes international admissions. All ELT provision is now at Lewes.

The inspection took place over two days. During this time the inspectors met, together or separately: the chief executive (CEO), the deputy CEO, the assistant principal for international and ESOL, the international programme leader, the international admissions, accommodation and compliance team leader, the people services business contact, the international business development manager, the director of health and safety and facilities, the campus health and safety manager, the vice principal student experience, the international welfare and admissions officer and the senior international tutor. Meetings were also held with student representatives and with teaching staff. Inspectors observed all the teachers who were timetabled during the inspection period, and one inspector visited the on-campus hall of residence and two homestays. The inspection included a tour of the main college premises.

Address of main site/head office

Mountfield Road, Lewes, East Sussex BN7 2XH

Description of sites visited/observed

East Sussex College, Lewes Campus is close to the town centre. It consists of multiple modern purpose-built buildings in their own grounds. The international department has its own dedicated premises in a modern building on two floors comprising offices, resource rooms, staffrooms and teaching rooms. Students and staff have access to IT facilities, learning resource centres and a number of food outlets. Sports facilities are close to the college in Lewes. The campus also has an on-campus international student residence, Caburn House.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
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 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"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Most of the courses run year-round are 21 hours-per-week courses in general English with optional components that include IELTS preparation. There is also a 15 hours-per-week variant of this course. The college also offers part-time English courses, one-to-one bespoke courses and courses for closed groups of adults in the summer and a three hour-per-week English component in an international study year and for international 'A' level students in the college. An online course for overseas nurses wishing to work in the UK is delivered on behalf of the NHS.

Management profile

The international department is managed by the assistant principal international & ESOL, one of four assistant principals, who reports to the deputy chief executive. He is also one of the two academic managers within the ELT group. A number of heads of functional sections report to him. These include business development, administration and student welfare and accommodation.

Accommodation profile

The college offers homestay, private homes with meals or with self-catering, and self-catering residential accommodation in the college residence, Caburn House. The residence has 57 single ensuite study bedrooms, fully equipped shared kitchens, common rooms and a laundry. It is staffed on a 24-hour basis, in the evening and overnight by a security guard with first aid training. Students under the age of 18 are required to live in homestays. All homestays are in Lewes or Seaford, within relatively easy reach of the college by bus, train or on foot.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management in both the college and the international department is dynamic and effectively targeted. Staff management and development is of a high standard and the college has commendable quality assurance systems. Student administration operates effectively. Publicity is informative, clear and accessible but omitted some important information. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college campus is modern and well-maintained and provides a pleasant general environment. The classrooms are well-dimensioned and appropriately furnished and equipped. There are a number of food outlets available to international students, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are of a good standard. Premises, facilities and learning resources all support the studies of students and provide a professional environment for staff. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified, experienced and well supported by their academic managers and administrators. The course design is sound and courses are well organised, resourced, and reviewed. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Great care is taken by a range of staff working collaboratively within the college to meet the needs of students for security, pastoral care, and local information. Accommodation in the hall of residence and in the homestays is of a high standard, and the management of the accommodation systems works to the benefit of students. Wide-ranging and well-organised leisure and sporting activities both on and off the campus are available to students. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are appropriate policies and provision for the safeguarding of students within the organisation and in the leisure activities and accommodation provided. The college attaches importance to the training of all staff, as well as homestay hosts, and there are good systems in place for supervision. *Safeguarding under 18s* is an area of strength

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
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

M1 There is a clear statement of the college's values and purposes under six headings in a strategic plan; it was developed with input from staff. The executive summary for the plan succinctly outlines the intentions of the six strategic objectives and indicates measures of success (key performance indicators) for each in a one page colour coded accessible document.

M2 Following recent disruptions, the international strategy plan has incorporated a radical change of priorities; its success is reflected in the newly prioritised areas which are outperforming targets.

M4 There is a very full range of meetings at college, international department and EFL team levels, minuted where appropriate. The latter often include continuing professional development (CPD) elements.

M7 The college self-assessment cycle includes an annual review which leads to a forward-looking quality improvement plan. The international department supplements this process with its own self-assessment based on Accreditation Scheme criteria.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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.	Strength

Comments

M8 Comprehensive human resource policies can be accessed through the staff portal to the intranet and *People Services* can be contacted by phone or in person at any time. There is a particular emphasis on health and wellbeing with help desks and themed days.

M12 There is an annual appraisal for all staff; a more agile system involving several shorter meetings each year is due to be introduced. The appraisals are, for teaching staff, linked with the strategic objectives, formal observations, drop-in observations and learning walks.

M13 There is a central budget for staff to attend external CPD events. Internal events address needs captured through appraisals and introduced at meetings. Hourly paid staff are paid to attend these. Staff can be funded to upgrade their professional qualifications.

Student administration	Area of strength
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Levels of customer service were seen to be very good; this was confirmed by students in the focus group who reported that they knew who to turn to and that they received prompt assistance when needed. The senior international tutor has a key role in this area.

M20 The college has a clear and detailed disciplinary policy, which is communicated to students at induction and through the student handbook.

M21 The complaints procedures are clear and communicated to students through various media. Clear paper trails showed that complaints had been actioned and dealt with promptly.

Publicity	Met
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.	Strength
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.	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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium for publicity is the website. Social media channels are also used.

M22 The descriptions of the main features of provision are very clear and the pictures are fully representative of the student experience.

M24 While the information about courses is clear and accessible, it did not contain a maximum class size. This information was added during the inspection, and this is therefore no longer a point to be addressed.

M26 The description of the level of care and support for under 18s is full and accurate and couched in language that is easy to understand.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	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.	Strength

Comments

P1 Premises are in a very good state of repair. They are modern with a lift, and there is air-conditioning in classrooms and offices. Offices are large and comfortable; there is a student common room and there are outside areas with seating.

P2 Classrooms are of a good size, flexibly furnished, quiet and with a range of useful displays, both administrative and pedagogic.

P6 The teachers' room is large and well equipped. Teachers have personal workspaces and there are also a number of computer stations. There is an area for relaxation and for preparing hot drinks.

Learning resources	Area of strength
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.	Strength
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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 There are more than sufficient learning resources for students. These include coursebooks, which students buy, and a very wide range of supplementary materials, both print-based and online.

P8 There is an equally wide range of materials available to teachers. In addition, there is a second resource room with board and other games and further devices which add to the teaching and learning possibilities.

P12 'New resources' is a standing item on the agenda for teachers' meetings and teachers are encouraged at all times to recommend additions to the range. There is a generous budget for acquiring these.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
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

T2 A majority of the teachers are TEFLQ.

T4 Both members of the academic management team are TEFLQ and are very experienced in academic management roles.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
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.	Strength
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.	Strength

Comments

T7 Cover, if not pre-planned, can be provided by the senior tutor. Her role is primarily pastoral so she knows the students well. She is also TEFLI and can thus provide wholly appropriate cover classes if required. There are also a number of bank teachers who can step in if required.

T9 The international programme leader has his desk in the teachers' room and is available when he is not teaching. The other teachers said that they were extremely well supported by him.

T10 Teachers are observed formally at least once a year. There are also drop-in observations and learning walks conducted by the academic managers.

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.

Met

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 Course design is reflected in the coursebooks used; these are chosen with humanistic, communicative and eclectic principles in mind.

T12 In addition to the international department's own self-assessment review, the annual college-wide self-assessment review and subsequent quality improvement plan system is used.

T15 The principle of 'studentship', incorporating all aspects of study skills relevant to language learning, is an integral element in courses.

Learner management**Area of strength**

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Strength

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.

Strength

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.

Strength

Comments

T17 Students are tested online before arrival. Once at the college, they are assessed by the senior international tutor. She is the only staff member to do this, in the interests of standardisation. This arrangement leads to accurate placement of students; fewer than two percent need subsequently to change class.

T20 There is a lot of examining expertise amongst the teachers; this is put to good use when advising students.

T22 The senior international tutor is well versed in the structures of mainstream UK education and very well placed to assist students wishing to progress to it within the college or elsewhere.

Classroom observation record

Number of teachers seen

7

Number of observations

7

Parts of programme(s) observed

General English, support class for international study year students, English for Ukrainian refugees

Comments

One of the teachers observed was an academic manager.

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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.	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.	Met

Comments

T23 Teachers were knowledgeable and provided good models. New items were routinely presented with their part of speech, word stress and other pronunciation features indicated. There were some missed opportunities to give higher level students, information about style and register.

T24 There were very full profiles, and this was reflected in a clear sensitivity to student backgrounds.

T25 Learning outcomes are in weekly planners and on the board; sequences of activities were coherent throughout.

T26 A good range of techniques was observed and there was helpful individual monitoring. Pronunciation work included repetition and a combination of individual and group drilling. Quizzes were used, often competitively between groups of students, to animate potentially 'flat' groups. In some cases instructions were insufficiently checked and there was sometimes a failure to mark transition between lesson stages effectively.

T27 The size of classrooms allowed grouping, regrouping, and mingling and these occurred frequently. Data projection and the interactive whiteboard were handled effectively. On conventional whiteboards, colour was often used well.

T28 Timely and useful feedback was a feature of most lessons.

T29 Evaluation of learning was effective and often achieved through 'fun' devices. On occasion, however, listening and reading texts were used as tests, with no recap to check understanding.

T30 In all cases students were involved and the rapport with teachers was good. On occasion, the attitude to students was abrupt with a failure to give students time to respond to questions.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria, with the majority being good. Teachers showed a sound knowledge of the language and provided helpful models of language use. They had prepared lesson plans which were clearly structured and relevant to learners' needs. Lessons included checks on learning. In general, teachers managed classroom resources effectively and used an appropriate variety of teaching techniques, with the result that learners were fully engaged.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength

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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Lewes is an open-access campus, and security measures are tight. All staff and students wear colour-coded lanyards which are required for access to all areas and classrooms, and students without them are challenged. Risk assessments, regular fire drills and first aiders are in place. Each disabled person has a personal emergency evacuation plan. A campus community officer, supported by facilities staff and CCTV, monitors campus safety.

W2 There is a comprehensive plan for dealing with major incidents both on- and off-campus, summarised in student and staff handbooks, and covered in induction and tutorials. Staff accompanying off-campus activities have information packs containing the plan and a useful flow chart of actions to be taken.

W3 The international department has a full-time, dedicated personal tutor for international students. The tutor holds both weekly group sessions on specific cultural and relevant age-related topics, as well as regular one-to-one tutorials. The tutor and relevant teaching, welfare and administrative staff contribute information to individual student records, so a comprehensive profile is compiled. Students were extremely appreciative of the support available.

W4 College policies and procedures, the code of conduct, and handbooks all cover this area, and posters, wall displays, induction and tutorials reinforce this information. The college holds an annual bullying awareness week. Student work on British values is on display in classrooms. Homestay hosts are asked to do Prevent training.

W7 Helpful information and advice on a wide range of topics is available in a variety of forms, such as pre-arrival and course handbooks, noticeboards, and particularly tutorials. Significant points are re-iterated at induction and in group tutorials, and the former includes a talk for all students on regulations relating to under 18s.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Student feedback, both written and oral, indicates a very high level of satisfaction with both homestays and Caburn House, the campus residence.

W11 The accommodation team have a comprehensive form for assessing safety and suitability, and all active hosts are visited annually. Checks on the providers' Gas Safe certificates and fire risk assessments are carried out, and hosts are also required to produce an evacuation plan for display in the student's room.

W12 Students receive letters confirming accommodation placement that detail the type of accommodation, the host name, address, location in relation to the college, a profile of the household, payment methods and fees. All students also receive an accommodation handbook that contains a useful 'What I can expect' section, as well as information on the cancellation policy.

W13 Arrival and departure questionnaires provide feedback on students' experiences, and students are also encouraged to report any accommodation problems at enrolment, and this is further checked in tutorials. The international welfare & admissions (accommodation) officer is in frequent contact with homestay hosts, and has daily office hours at the residence, so has enough personal knowledge to match students and hosts or residence clusters sensitively. Any problems are acted on swiftly.

W14 Homestay providers are sent a very clear and comprehensive host handbook which outlines practical requirements as well as responsibilities, and a set of practical tips for hosting. The college also provides cultural

awareness training sessions twice yearly, as well as a hosts' newsletter. The hosts interviewed were very positive about communications with the college and the support available.

<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 requirements are fully met.

<i>Accommodation: other</i>	
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.	N/a

Comments

None.

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.	Strength
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 There are three sources of social activities: the general college enrichment programme, the international social programme, and the information about local events provided by the international tutor in tutorials and on the intranet. These consist of student union clubs and societies, including a range of sports, trips to places of interest, and local events. There are informative and very attractive displays on noticeboards in the ELP corridor. Bespoke social programmes are organised for closed groups on request.

W24 There is a very wide, eclectic choice, ranging from women's football, though board games, to an LGBTQ+ society. These can be accessed on a drop-in or one-off basis, or may need a regular commitment.

W25 Mainstream college events are organised by curriculum teams and the student union, international events are planned by the international business development officer as part of his remit, and led by a pool of social organisers, most of whom are also employed as teachers. All operate under the relevant college policies, and are trained in their social organiser roles, which for some includes training to acquire a minibus driving licence.

W26 Detailed risk assessments are prepared and signed off by the assistant principal of the international department, or other members of the SLT if the activity is judged as high risk. Social organisers are DBS checked and health and safety trained, and armed with the off-campus emergency plan.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength

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.	Strength
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.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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

At the time of the inspection there were 16 international students aged under 18 enrolled at the college, all of whom were on International Study Year and 'A' level programmes. These numbers vary from term to term, depending on individual enrolments. In the 2022–23 academic year so far there have been 20 under 18 year olds on 'A' level courses, and 14 in total on English Language Plus and International Study Year.

S1 The college has a comprehensive safeguarding policy, which makes reference to additional documents, and is reviewed on a regular basis. Each campus has a dedicated safeguarding manager supported by a well-being team and reporting to the named designated safeguarding lead, the CEO. The college implements a safeguarding risk assessment to deal with cases where DBS checks for new staff are delayed. Posters are on display around the college showing who is responsible for safeguarding and Prevent.

S2 The policy is available to staff on the intranet, and is summarised variously in staff, student and homestay hosts' handbooks. There is mandatory, annual safeguarding training for all staff, and homestay providers receive adapted online basic training. Staff with specific responsibilities, such as the senior international tutor, are trained to an appropriate level. There are regular safeguarding newsletters and face-to-face updates.

S5 There are effective procedures for supervision and safety during lessons/scheduled activities which are clearly set out for staff and students. These include the compulsory wearing of lanyards; the identification of under 18s on class registers; and prompt checks on under 18s absent from classes.

S6 Robust supervision arrangements are in place, with procedures, including parental consent forms, and clearly stated rules and guidance for students which are communicated both in writing and at induction. Curfews are set.

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	1992
Last full inspection	2018
Subsequent spot check (if applicable)	N/a

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	International students in level 3 programmes (mostly A level), ESOL (mostly in Eastbourne and Hastings)
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Eastbourne and Hastings campuses

State sector

Type of institution	Government FE college
Other accreditation/inspection	OFSTED

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	No accredited provision on Eastbourne or Hastings campuses
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: May (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	64	64
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 (NHS)	44	44
Part-time ELT aged 16–17 years	16	16
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	124	124
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–22	17–22
Adult programmes: typical length of stay	One term	One term
Adult programmes: predominant nationalities	Japanese, Italian, French,	Japanese, Italian, French, Spanish, Swiss

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	Large FE college	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2

Comments

The two managers are the assistant principal international and ESOL and the international programme leader.

Teacher qualifications profile

Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9

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	22	16
Private home	0	0
Home tuition	N/a	N/a
Residential	37	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	2	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	64	16
Overall total adults + under 18s	80 (NHS students are all online so not included here)	