

Organisation name	East Sussex College Lewes and East Sussex College Eastbourne (formerly Sussex Downs College)
Inspection date	18–21 September 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.

Summary statement
<p>The British Council inspected and accredited East Sussex College Lewes and East Sussex College Eastbourne, in September 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).</p> <p>The English language teaching department of this college of further education offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s and adults (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, teaching, care of students, accommodation and leisure opportunities.</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; the English language provision in the two heritage colleges is separately accredited.

The international department has over 1000 enrolments annually, with around 200 international students attending the college at any one time. It encompasses all international courses and all ELT work, and includes international admissions, but excludes ESOL, which is delivered by another faculty.

The director of the international department manages Lewes and Eastbourne with largely discrete ELT teams at each campus; he also manages the ELT provision at Hastings. One of the international programme leaders manages the Lewes provision (where some two thirds of the ELT classes are held during the academic year), while the other covers both Lewes and Eastbourne.

The inspection took place over two full and two half days. Meetings were held with the CEO, East Sussex College Group, the executive director for strategic planning and engagement, the international director, two international programme leaders, the international business development manager, the health and safety manager, the international admissions, accommodation and compliance team leader, the senior international personal tutor, the facilities manager, the director of student support services, three accommodation and welfare officers, two groups co-ordinators and the social organiser.

All teachers who were teaching during the inspection were observed.

Address of main site/head office

East Sussex College, Eastbourne Campus, Cross Levels Way, Eastbourne, East Sussex BN21 2UF

Description of sites visited

Both campuses consist of multiple modern purpose-built buildings in their own grounds. East Sussex College, Lewes Campus (Mountfield Road, Lewes, East Sussex BN7 2XH) is close to the town centre. The Eastbourne campus is in a suburban area;

The international department has its own dedicated premises in modern buildings, in Lewes on two floors and in Eastbourne on one, 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 on campus in Eastbourne and close to the college in Lewes. The Lewes campus also has a self-access centre specifically for language students and an on-campus international student residence, Caburn House.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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. A 15 hours-per-week variant of this course with unpaid work experience is also offered for EU students only. In the summer vacation there is an extensive course for closed groups of under 18s. The college also offers a general English course for over 35s, one-to-one bespoke courses, courses for closed groups of adults and a three hour-per-week English component in an international study year and for international 'A' level students in the college.

Accommodation profile

The college offers homestay and non-catered residential accommodation in either a private home or the college residence on the Lewes campus. The residence has 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 stay in homestay unless alternative accommodation has been arranged by their parents/guardian. All homestays are within relatively easy reach of the college by bus or on foot, with younger students being accommodated nearer the college. One inspector visited the residence, two homestays in Lewes, and two homestays in Eastbourne, one of which offers the option of non-catered accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Nearly all aspects of management are rigorous, efficient and thorough. *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 environment at both campuses is wholly suited to the learning of English and there is a wide range of resources available for teachers and learners. *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 teachers and academic managers are suitably qualified and both extremely experienced and clearly committed to their work. Programmes of learning are managed for the benefit of students. The teaching observed easily met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Ample evidence was seen that the college offers a very caring environment. The needs of students for security are met, and there are concerted efforts to communicate information and provide pastoral care. Students also benefit from very well-managed accommodation services and an appropriate variety of leisure opportunities. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate 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, including homestay hosts, and there are good systems in place for supervision.

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.	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.	Strength
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

M1 There is a clear and comprehensive statement of the values of the organisation as a whole and of the international department made known to staff; a new statement has been under development since the 2018 merger, in close co-operation with staff.

M4 There is a detailed schedule of meetings at various levels and with varying participants within and between campuses; the latter are made possible by the use of telephone and video conferencing.

M5 Feedback is collected from students soon after they arrive, in the middle of each term and at the end of their courses. Any necessary action taken is recorded. Each class is represented on a student council which meets monthly; this leads to a departmental 'you said, we did' statement posted on the noticeboard. There is also a college-wide survey that leads to a 'you said, we did' statement and the student union organises opinion-gathering student conferences.

M7 The international department has developed a detailed and rigorous quality improvement plan as well as a full self-evaluation. The college has allowed the department to align its quality review processes with British Council 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.	Strength
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.	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.	Strength

Comments

M8 A range of appropriate human resource policies are in place. One particularly benign feature is the inclusion of the right to six hours of confidential counselling per year if needed.

M10 Procedures are effective and are 'blind' in that the department is not made aware of the name, age, gender or other personal details of applicants. Reference requests are very clear in their insistence on an opinion of the applicant's suitability to work with under 18s.

M13 Individual training records indicate that a great deal of professional development takes place. There are also staff development days every term. The college allows the international department to run its own programmes for these; this has led to a significant increase in the specificity of the days' activity.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength

Comments

M15 Testing of students' language levels takes place before arrival, where possible, allowing targeted advice to be given pre-arrival. Agents are briefed to assist in this and for students who are also studying academic subjects, the UK National Academic Recognition Information Centre is used. Students reported that staff were quick to advise them during their courses if they asked for assistance.

M19 There is a clear and robust policy for attendance, calling for 95 per cent. Below this level students are considered a college 'cause for concern' and 'at risk' and a four-stage escalating set of procedures is invoked. Absences are followed up within 30 minutes of non-arrival in the case of under 18s, and on return for adults.

M21 There is a clear procedure in accessible English summarised in an eight-stage flow-chart that is readily available to students.

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.	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.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The main source of publicity is the website. There is a print brochure which can also be downloaded from the website.

M22 The publicity gives a very clear and accurate picture of what students can expect at the two campuses, through both words and pictures.

M26 Helpfully detailed information on a range of measures is available on the website (under Accommodation); brief information is also provided in the course guide and the pre-arrival handbook.

M27 Information on accommodation options is very clear in both the course guide and on the website. The website description of the college residence is detailed and includes photographs.

M29 An out-of-date version of the accreditation scheme marquee, without the suffix '... in the UK', is used in a number of instances.

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.	Met
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.	Strength
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

P2 Classrooms are sufficiently large for the maximum class size and are flexibly furnished with classic whiteboards and interactive whiteboards or data projection. They are air-conditioned.

P4 Free drinking water is available and there are good quality cafés in or near the buildings housing international facilities. The food in the refectories is affordable, though its quality was not as good as might be expected.

P5 Signage is at least adequate and the noticeboards are well organised presenting a lot of suitable information in an easily-accessed layout.

P6 There are good-sized staffrooms on both campuses with ample space and all the necessary facilities.

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.	Met
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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.	Met

Comments

P8 There are large collections of up-to-date books in each of the staffrooms, together with CDs, games, teacher-produced materials and journals. Further materials are available in the Learning Resource Centres (LRCs) and through the virtual learning environment (VLE).

P9 Interactive whiteboards and data projectors in classrooms were used very confidently by teaching staff who had clearly been well trained in their use. The VLE contains materials for all levels and students reported that they valued it for review, for missed sessions, for extension and for information.

P10 There is a self-access centre specifically for language students (LSAC) that is staffed by language teachers who support students on the Lewes campus, and large, well-equipped LRCs with EFL materials including graded readers at both Eastbourne and Lewes.

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T2 A significant majority of the teaching team is TEFLQ.

T3 The teaching team is very practised in the type of courses taught in the international department with an average of nearly 20 years' experience.

T4 The academic management team consists of the international director and two international programme leaders. All are TEFLQ and have considerable experience.

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.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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

Report expires 31 March 2023

T8 Continuous enrolment is a relatively new practice in the department and a great deal of thought has been given by staff to how it is best implemented. It has been the subject of development days. A number of techniques have been introduced to enable joining students to merge successfully with existing ones. These include the use of the VLE and of a 'buddy' system.

T9 Guidance and support are provided through formal and informal meetings; teachers reported that they felt very well supported both by their academic managers and by their peers.

T10 Formal observations are carried out at least once a year by a member of the academic management with the outcome feeding into the appraisal system. There are also 'learning walks' by academic managers and/or college quality team staff; these include a series of brief observations often on a particular theme. Informal peer observations are also frequent within the department.

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.	Met
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.	Strength

Comments

T11 The stated principles of course design are communicative methodology, humanism, eclecticism, college values such as equality and diversity and employability, and British values. Coursebooks chosen are those that are most closely aligned with these principles.

T15 Independent learning strategies are highlighted in class and in handbooks; they include use of a range of suitable websites, the LRCs, the LSAC at Lewes, and the VLE.

T16 Efforts to help students interact with the community outside the college include introducing them to college-wide events, community campaigns, using a local international café and volunteering.

Learner management	Area of strength
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.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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.	Met

Comments

T18 There is a range of procedures for evaluating and recording students' progress. After initial diagnostic placement tests, there are two weekly progress tests and a number of tests to assess students' readiness for external examinations and give them practice in them.

T19 Funded learning support is available for under 18s. Learning support for non-funded students is available but there may be cost implications. The academic manager who covers both campuses is trained in supporting students with dyslexia and autism.

T20 The college is a centre for IELTS and two other external exams and a number of the academic management and teaching staff are assessors for these exams; they are thus in a very good position to guide students about exams and provide suitable training for them.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English and optional classes

Comments

Eleven teachers were teaching during the week of the inspection, but only nine while the inspectors were present.

Teaching: classroom observation	Area of strength
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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 Knowledge and awareness were generally good and teachers usefully presented new vocabulary in context, indicating the part of speech and some collocations. Phonemic transcription was used extensively and, for the most part, accurately. Occasionally, complex grammar features such as tense and time reference were not handled confidently.

T24 Teachers were very well aware of the needs and backgrounds of their students and, even at an early stage in the academic year, had created detailed class profiles. Differentiation was seen in the choice of activities and of homework.

T25 Lessons were coherent with variety of activity and a good balance of skills and linguistic input. Classrooms all had a dedicated whiteboard for 'Today's Aims' but these were not always expressed as learning outcomes.

T26 A very wide range of well-chosen teaching techniques was seen. These included judiciously used choral and individual drilling, jigsaw activities to encourage pair and group communication and creative ways of reviewing previous activity.

T27 Classroom resources were particularly well used. Interactive whiteboards and data projection were handled confidently and productively; the phonemic charts were well positioned; furniture was flexible and teachers recombined groups during classes; and students were equipped with mini whiteboards that were used creatively.

T28 This was generally good. There was effective monitoring and sufficient but not excessive correction that was deferred during fluency activities. Peer correction was used sensitively and there was reference back to previous errors in written work.

T29 Many of the exercises and activities checked whether learning was taking place but when learning outcomes had not been adequately specified, evaluation was more problematic.

T30 Classes were conducted with energy, humour, purpose, expressiveness and naturalness leading to a wholly positive learning atmosphere. Students were consistently engaged and, in their focus groups, reported how well they liked their classes and how effective they thought they were.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, meaning that *Teaching* is an area of strength. Teachers' knowledge of the systems of English was sound and lesson planning was thorough. Classroom resources and interactions were very well managed and, together with a wide variety of teaching techniques and teachers' ability to establish rapport, resulted in a high level of student engagement, reflected in positive student comments.

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.	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.	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.	Strength

Comments

W2 There is a comprehensive plan for dealing with major incidents both on- and off-campus. A brief summary is available, and this is included in packs for staff accompanying off-campus activities. Brief but adequate advice on how to stay safe is given to students.

W3 The Lewes campus has a full-time personal tutor for international students who holds both weekly group sessions on specific themes and one-to-one tutorials half-termly and on request. Access to individual student records is available to relevant members of staff. In Eastbourne, where there are far fewer international students, two members of the international staff provide pastoral support to individual students. Students in focus group meetings were very appreciative of the support available. There is a prayer room on each campus, the use of which is controlled.

W4 Information relating to this criterion is provided in a number of written formats, including college policies and procedures, the code of conduct, and posters, and key points are reinforced during induction. The college holds an annual bullying awareness week, when this theme is dealt with in group tutorials within the international department. Lesson planning templates encourage teachers to think proactively about how to embed British values in their classes. 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, and noticeboards, with key points being reinforced during induction and group tutorials. Induction includes a talk for all students on laws and rules relating to under 18s.

W8 Detailed information is provided in written form and during induction. Reception and security staff at the Lewes residence have had first aid training.

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.	Met
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 Written student feedback indicates a high level of satisfaction with homestays. Students in the focus group

meetings in Lewes and Eastbourne were also very positive about both homestays and the college residence in Lewes.

W11 All active hosts are visited annually, when checks on Gas Safe certificates and fire risk assessments are also carried out. Guidance notes and a checklist ensure that visits carried out by different members of staff are standardised.

W13 Initial and end-of-course feedback is collected and collated. Accommodation officers are in frequent contact with homestay hosts and are thus in a good position to place students appropriately. Evidence was seen that any student requests to move are treated sympathetically.

W14 Homestay hosts are sent a very clear and comprehensive accommodation handbook and a set of practical tips for hosting. New hosts receive a telephone call a week after hosting their first student and another call a month later. The college also provides periodic cultural awareness training sessions on both campuses. The hosts visited 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.	Met
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 Year-round students are encouraged to take part in student union clubs and societies, and in a language exchange with home students. Students' attention is drawn to opportunities for contact with local residents and there are informative and very attractive displays on noticeboards on both campuses. Leaflets are also displayed in the international student room in Lewes. In Lewes, the international tutor draws students' attention to events in the area during her weekly group tutorials, a role performed by teachers in Eastbourne. Help is available for students who wish to book excursions organised by an external agency.

W24 During the academic year, a variety of off-campus activities is organised for students on the Lewes campus. In Eastbourne, a fortnightly film night is organised, and students may have the option to join activities arranged for the Lewes students. Once a term, under 18s are accompanied by a member of staff on an excursion organised by an external agency. In summer, the college organises a limited social programme alongside the bespoke programmes negotiated with individual groups.

W26 Appropriately detailed risk assessments, based on previous examples, are prepared by the person leading the activity, and signed off by the director of the international department. Activity leaders are DBS checked and health and safety trained. Responsibilities of any group leaders accompanying an activity are formally set out, and risk assessments are talked through with any group leaders organising activities independently of the college.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	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 36 international students aged under 18 across the two campuses, 30 of whom were on international study year and 'A' level programmes. These numbers vary from term to term, with group and individual enrolments, but rise sharply to approximately 200 in summer, when the department takes a number of groups and students under the age of 16.

S1 The college has a clear policy, which makes reference to additional documents, and is reviewed on a regular basis. However, the policy does not include the following: the names, contact details or cover arrangements for the designated safeguarding lead (DSL) or the deputy DSL; any reference to delayed suitability checks; or specific guidance on appropriate behaviour and interaction with under 18s. The policy was amended immediately following the inspection and this criterion is now fully met.

S2 Basic awareness training forms part of induction for all staff; there are regular newsletter and face-to-face updates; and staff with specific responsibilities are trained to an appropriate level. Homestay hosts are also asked to complete an online basic safeguarding awareness course.

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

S6 Good 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 graduated by age. Group leaders are advised on risk assessment as part of their induction or at contract negotiation stage, and sign a statement acknowledging their responsibilities.

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 Sampling identified the following issue: in some cases there was no Copyright Licensing Authority notice positioned near photocopiers; the institution should seek further advice from the relevant regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	Lewes: 1992, Eastbourne: 1990
Last full inspection	October 2014
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	N/a
Other related accredited schools/centres/affiliates	East Sussex College (Hastings)
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	FE College
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	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	42	11
Full-time ELT (15+ hours per week) aged 16–17 years	6	193
Full-time ELT (15+ hours per week) aged under 16	0	26
Part-time ELT aged 18 years and over	12	0
Part-time ELT aged 16–17 years	18	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	78	230
Junior programmes: advertised minimum age	N/a	11
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Chinese, Japanese, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–20
Adult programmes: typical length of stay	15 weeks	3 weeks
Adult programmes: predominant nationalities	Japanese, Spanish, Italian	Chinese, Japanese, Italian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	22
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	11	
Number of academic managers for eligible ELT courses	3	3

Number of management (non-academic) and administrative staff working on eligible ELT courses	12	
Total number of support staff	Large pool of support staff in wider College	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
The academic management team consists of the international director and two international programme leaders. They teach 0, 12 and 9 hours respectively.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	8
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	27	24
Private home	0	0
Home tuition	0	0
Residential	17	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	4	0
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	54	24
Overall total adults + under 18s	78	