

Organisation name	East Sussex College Hastings
Inspection date	9–11 July 2019

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S2 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited East Sussex College Hastings in July 2019. 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 and ESOL for adults (18+) and young people (16+), and under 18s, and for closed groups of adults (18+) and young people (16+), and under 18s, and vacation courses for adults (18+) and young people (16+), and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, publicity, premises and facilities, learning resources, learner management, and care of students.</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 2018 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 (ESCG); the English language provision in the two heritage colleges is separately accredited. Since the merger is comparatively recent the ESCG was still, at the time of the inspection, in the process of harmonising systems, such as management information and human resources (HR).

The international department in Hastings has over 300 enrolments annually, with around 150 international students attending the college at peak. It encompasses all international courses and all ELT work, and includes international admissions.

Two inspectors carried out the inspection over two and a half days. They held interviews with the chief executive of ESCG, the executive director for strategic planning and engagement, the international director, the international programme leader (Hastings), the health and safety manager, the head of quality, the international admissions, accommodation and compliance team leader, the international admissions and visa compliance officer, the international welfare and admissions officer, the international business development manager, the social trip leader, the senior learning resource centre (LRC) supervisor, the international lecturer co-ordinator, the international summer co-ordinator, and the HR advisor. Inspectors held one group meeting with teachers and another with students. They observed the nine teachers timetabled to teach during the days of the inspection. One inspector visited two homestays and one private home.

Address of main site/head office

Station Plaza, Hastings, East Sussex TN34 1BA

Description of sites visited

Station Plaza is next to the train station in Hastings town centre. It is a contemporary building designed around a five storey central atrium surrounded by classrooms, study spaces and social zones. In the basement is a dedicated carpark. On the ground floor are located the college reception, international admissions and student services, a nursery, and a number of different food outlets, both commercial and in-house, and a central social space. Other facilities include an LRC, IT suites, and a fitness centre. The fifth floor houses the university centre, opened in 2017, which is occupied by the international department during the summer months. They have five dedicated classrooms there, and a further two on the first and second floors. There is also a staff workroom on the second floor.

The ESCG has its HR department at East Sussex College Eastbourne (Cross Levels Way, Eastbourne, East Sussex BN21 2UF). One inspector visited to check HR records. No courses relevant to the Hastings inspection were taking place there.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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 checked="" 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

East Sussex College (ESC) Hastings international provision runs for 12 months of the year, for 15 hours per week. During the conventional academic year the majority of students (150+) are ESOL, and they follow an ESOL curriculum. EFL students infill into the ESOL classes for 12.5 hours per week, with 2.5 hours spent as a discrete group. During July–September the balance shifts, with a majority of EFL students enrolled, many for two to three

weeks. Hence, though there is technically no distinction between academic year and summer vacation provision, in practice there is.

At any time of year the college accepts closed groups who may follow a general English course or may have a specialist programme, including options offered in the wider college. Particularly popular is art and design. Members of closed groups may be taught as a discrete group or integrated with other students.

The age range for juniors is 14–17.

Management profile

The ESCG is headed by the group CEO. He is supported by a leadership team of six, which comprises the principals of the three colleges, responsible for the majority of the curriculum delivery, the chief finance officer, the executive director resources and the executive director strategic partnerships and engagement. The international department sits under the latter. The director of the international department manages the Hastings, Lewes and Eastbourne international provision. He has ultimate responsibility for the curriculum, business development, and admissions, accommodation and compliance teams. An international programme leader (IPL), a senior academic manager, is based on each campus, and manages the largely discrete ELT teams at each. At Hastings the IPL line-manages the lecturer co-ordinator, the summer co-ordinator, the ESOL/EFL lecturers, including the sessional teaching staff, and sessional social trip leaders.

Accommodation profile

The college offers accommodation in homestay (with meals) and private homes (with meals or self-catering).

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The ESCG has clear objectives and the international department has credible well-structured plans for the future. Managers systematically gather feedback which they use well to improve the provision. Approaches to managing and developing staff are mainly very sound. Student administration is carried out sensitively and efficiently by a well-qualified team. Publicity is of a very high standard. *Strategic and quality management*, *Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college building is striking and highly conducive to work, study and relaxation. A wide range of up-to-date and well-maintained learning resources cater very effectively for the needs both of students and teachers. *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. Teachers and the academic management team are sufficiently well qualified and have pertinent experience for their roles. Teachers are effectively deployed and supported. Course design and review is satisfactory. Consideration could be given to whether the different enrolment pattern in the summer justifies a departure from the year-round course design framework. Procedures for managing learners are well structured and very effective. The teaching observed met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The college offers a very safe environment for students. Pre-arrival information for students is very thorough, pastoral care and accommodation arrangements are appropriate, and the leisure programme meets students' needs. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and appropriate measures to ensure student safety and security on and off site. However, there is an urgent need to provide further training for staff responsible for safeguarding at college level.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M4 Communication channels are carefully structured and very effective. There is an extensive schedule of minuted meetings ensuring regular communication between senior managers and the international director. A wide range of formal meetings within international and between campuses is supplemented well by frequent informal and productive day-to-day contact.

M5 A very wide range of student feedback, both oral and written, is regularly collected, analysed and acted on. This includes course representatives' meetings with the IPL, a homestay arrival questionnaire, and an end-of-course survey.

M6 Very effective measures are in place to obtain feedback from staff. These include responses at the college level in the form of an international staff survey, staff views expressed at course reviews, teachers' meetings, and from individuals during the performance review process. Managers routinely record and respond to such feedback.

M7 Self-evaluation is thorough and regular. The international department aligns its quality review processes with Scheme criteria and has developed a detailed and rigorous quality improvement plan as well as a full self-evaluation.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
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

M10 Not all members of staff appointed in the last four years had two references on record. This was remedied in the course of the inspection. Procedures for recruiting staff are now comprehensive, appropriate and applied systematically. This is no longer a point to be addressed. See also S4.

M11 Procedures for staff induction are very thorough, at both college and international department levels. They include a detailed, helpful pack of information for new staff, and checklists to ensure coverage of all aspects of induction. Staff with whom this was discussed judged they were ready and well prepared for their roles.

M12 Arrangements to appraise staff performance are extensive and highly structured. They are very clearly detailed in guidance documents. Managers meet each member of staff annually to review their performance, evaluate their strengths, and set targets for improvement. Performance is reviewed mid-cycle and progress towards targets is logged.

M13 Professional development is a high priority for ESCG. There are termly staff development days, and identification of individual and group needs for development forms an integral part of the performance review cycle. Individual training records indicate that a wide range of generic and ELT-specific development takes place, for both teachers and administrators. Teachers wanting to upgrade their ELT qualifications receive financial support.

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.	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

M14 Customer service is excellent. Students reported very high levels of satisfaction with their interactions with the international admissions team.

M15 The international admissions team are well trained and knowledgeable, which enables them to give appropriate targeted advice. This is aided by the fact that students' language levels are tested online before arrival. The team can also seek support from student services, as well as national bodies. Students reported that staff, including those in the LRC, were readily available to advise them during their courses.

M19 There is a clear, robust and effective policy for attendance. The expectation is 95 per cent, and students are fully aware of the policy: they sign a learner agreement or a Tier 4 commitment letter. The policy is reiterated at induction and is clearly set out in the *English Language Handbook*. Absences are followed up within 30 minutes of non-arrival in the case of under 18s.

M21 The complaints procedure is concise, well structured and readily available to students online and in their handbook. It is written in accessible English and summarised in a flow-chart.

Publicity	Area of strength
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.	Strength
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 source of publicity, which covers all three campuses, is the ESC website. There is a print *International Course Guide* which can also be downloaded from the website, and flyers. Both give clear references to the website for further information. ESC has its own social media site.

M22 The publicity gives a very clear and accurate picture of what students can expect, through words, photographs and strong, comprehensible links to more detailed information and policies.

M24 Information on the courses is clear and comprehensive. Despite a wide range of courses on offer over three colleges, the publicity manages through careful structuring and use of colour to convey the necessary information clearly and concisely.

M26 Helpfully detailed information on a range of measures describing the level of care given to under 18s is available on the website; outline information is also provided over two pages in the course guide, and in the pre-arrival handbook.

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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Met

Comments

P1 Premises are of an extremely high standard. Not only are they in a good state of repair and decoration, they are centrally located, architecturally very striking, and command attractive town and sea views from the upper storeys where the ELT classes are timetabled during the summer. They provide a very comfortable environment for staff and students alike.

P2 Classrooms are of an equally good quality. They are an appropriate size, have flexible furniture, and useful technical equipment as well as whiteboards. They are well lit and ventilated. Seagulls sometimes present a challenge in terms of extraneous noise.

P3 Facilities for the consumption of food and for relaxation are attractive and easily accessible. The central atrium area on the ground floor is furnished as a café, and also provides space for badminton and table tennis.

P4 The ground floor of the building has a range of both commercial and in-house cafes and restaurants, providing snacks and hot meals at affordable prices. In the immediate vicinity there are also other food outlets, so students and staff are extremely well served for choice. Water fountains are available on all floors.

P5 This criterion is met, as signage and display is generally excellent. However, apart from the floor numbers, there are no signs in the lifts.

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 Resources for teachers are plentiful. There is a wide range of resource materials in the teachers' room, adequately stored and organised. These are supplemented by a similarly wide range in the LRC, where relevant journals and magazines are also available.

P9 Educational technology is ubiquitous and well maintained. Classrooms are equipped with appropriate technology in the form of interactive whiteboards and data projectors. These are supported and maintained by the college network services team with an online and phone helpdesk, and the team also provide training. Teachers may book computer rooms, and computer access for students is available in the LRC and the employability hub.

P10 The LRC provides excellent facilities for independent learning. It is well resourced with books, magazines and DVDs organised logically, and creatively, and staffed by librarians. It provides useful study skills worksheets, a good selection of ELT readers, and runs reading and conversation groups. Online resources are also supplied on the college's intranet.

Teaching and learning

Report expires 31 March 2024

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

Comments

T1 Three members of staff do not hold a Level 6 qualification. Rationales were accepted for all three because of appropriate life and work experience, and in the case of one because additionally she holds a diploma in education from an overseas university, although this is not recognised as Level 6.

T4 The IPL at Hastings is not TEFLQ. A rationale was presented, which was accepted within the context of this inspection. The majority of his deployment is managing ESOL, for which he is fully qualified, he has many years experience including a post as director of studies, he is enrolled on a Level 7 course, and he is supported by a well-qualified and experienced international director. See also T10.

Academic management	Met
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.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

Comments

T10 Formal observations are undertaken by TEFLQ members of the teaching staff who are not part of the management team. The college had taken advice which suggested the arrangement would be acceptable because it had been assumed that the TEFLQ observers were part of a wider management team when, in fact, the department is not structured in this way. The advice given was based on a false premise. Although year round observations include feedback and action planning, the 'learning walks' undertaken during the summer provision are a useful complement to full scale observation, but are not a substitute.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not 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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
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

T12 The formal review that takes place is of coursebook materials rather than the course design itself.

T13 This criterion is met, because descriptors are available. But the weekly plan is not explicit about outcomes, which therefore do not drive the decisions made about the materials to be used.

T15 There is nothing in the course design which acknowledges learning strategies and covers them systematically, linked to the weekly plan.

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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Placement of students is efficiently and effectively managed. Placement tests are usually administered pre-arrival online. During the summer this is an effective tool for processing placement efficiently. Progress tests are regular during the academic year, with proficiency tests based on the ESOL curriculum. Exit tests related to the placement tests give a clear indication of progress made.

T19 One-to-one specialist learning support for special needs is well developed in the college. Learners can discuss individual needs with their teacher or the international support team pre- and post-arrival. Non-specialist support is available through tutorials and the creation of individual learning plans. Students are referred to the IPL for guidance and advice about course/class changes, and accommodated where appropriate.

T22 Informed advice, guidance and information is readily available. The employability, careers, education and work experience team offers a central service advising on progression routes, and these are supplemented by the international support team, the IPL and the staff in the LRC.

Classroom observation record

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

Comments

Although ten teachers were scheduled during the week of the inspection, one was not timetabled on the days of the visit.

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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers had a sound knowledge of grammatical structure, and provided appropriate models of spoken English in use.

T24 The material used in lessons was level- and age-appropriate, in most cases chosen to facilitate group bonding in the early stages of a course. Topics in general English classes were designed to interest young adults and were challenging. Two lessons plans took explicit account of student differences by providing for early finishers and giving some students access to tapescripts.

T25 Most lesson plans set out a logical sequence of activities. However, plans sometimes specified as outcomes for the lesson the activities or tasks that students would complete rather than what they would learn.

T26 Teachers used a range of teaching techniques competently. These included posing questions to check concepts, giving students time and space to answer, being courteous to students and respectful of their contributions. The use of name plates and nomination helped to develop a friendly and co-operative atmosphere in these early stages of the course and aided management.

T27 The management of classroom resources was variable, but a variety of good techniques was observed. These included effective management of the whiteboard, with good use of colour to highlight linguistic differences, and competent use of technology. Coursebooks were supplemented effectively with teacher-produced resources. While some effective use was observed of kinaesthetic activities to regroup students and introduce a change of pace, not all class formations were appropriate for the activity undertaken.

T28 Some prompted self-correction was seen, but little peer correction and, in general, teachers' feedback to students was limited. Pronunciation was not really focused on, even in mono-lingual classes where all members could have benefited. Teachers routinely monitored students' performance during paired practice, but limited use was made of the insights gained to develop students' complexity of expression.

T29 The lesson plan template, and some CPD materials seen, encourage teachers to plan for evaluation of specific learning outcomes. Better plans, appropriately for this stage of the course, incorporated a test-teach-test structure. There was evidence of planned evaluation, and recap and revision was also observed.

T30 Engagement in lessons varied. Students were well motivated, but not all teaching exploited this fully. In most classrooms, however, there was an encouraging atmosphere, and teachers established positive relationships between them and their students, and between students.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from good to unsatisfactory with the majority of segments observed being satisfactory. Teachers had a good knowledge of grammar and provided suitable models of English. Learning outcomes were not universally understood. The content and topics of lessons were broadly appropriate and engaging, and activities logically sequenced. Most teachers used a range of teaching techniques competently and generally managed classroom resources well. Feedback to students and error correction were limited, though learning outcomes were evaluated in better segments. Teachers were skilled at establishing positive relations in their classes and students were generally interested by their lessons.

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.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
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 Comprehensive measures are in place to ensure the safety and security of students on the premises. These include fire risk assessment and evacuation drills, CCTV coverage, security guards, colour-coded lanyards, and ID access to classrooms.

W2 There is a detailed emergency plan for the whole college group setting out procedures in the event of an off-campus emergency. This includes a flowchart of actions to take and a closed social media group for managers who

may be required to support communications to parents/agents/trip leaders. At the Hastings campus, a security supervisor can liaise with college managers via a radio system.

W6 Helpfully detailed information is provided in the pre-arrival handbook.

W7 The excellent pre-arrival handbook is clear and comprehensive. Information and advice is reinforced during student induction.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 This criterion is met. The system was not working optimally in the week of the inspection, but evidence was provided that all appropriate checks had been completed. All active hosts are visited annually and the database provides alerts when Gas Safe certificates and fire risk assessments are due.

W13 There are good systems for collecting student feedback, recording this, and following up with hosts when necessary. Students in the focus group meeting were very positive about their homestay experience.

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

Comments

All criteria in this area are fully met.

<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

All applicable criteria in this area are fully met.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
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.	Met

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
All criteria in this area are fully met.	

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.	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.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	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	

There were 116 under 18s on eligible courses in the week of the inspection, the college's peak week; by the end of July, this will fall to about 20. Based on recent figures, the number of under 18s at any one time during the academic year may vary from ten to 90, the majority being in groups.

S1 There is a comprehensive policy, which has been reviewed recently. A summary of the policy is included in staff and student handbooks, and sent to homestay hosts.

S2 Although the designated safeguarding lead (DSL) is trained to specialist level and has oversight of all three colleges comprising the East Sussex College Group, the safeguarding manager for Hastings is not yet certificated at advanced level. No other members of staff at Hastings have received training beyond basic awareness level.

S4 Two references were not on file for all recently employed teachers. This was addressed in the course of the inspection. The management suggested this oversight was due to the harmonisation of the HR systems across the three colleges at the time of the employee's appointment. The inspectors accepted this explanation, and no longer have concerns in this area.

S6 Good supervision arrangements are in place, with procedures including parental consent forms, clearly stated rules and guidance for students, and a curfew. The responsibilities of group leaders are clearly stated and they sign to acknowledge their understanding of these.

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	2015
Subsequent spot check (if applicable)	2016
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	ESOL, full range of FE programmes from Foundation Level to HE
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	OFSTED QAA

State sector

Type of institution	General Further Education 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 and not visited	N/a

Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	25	25
Full-time ELT (15+ hours per week) aged 16–17 years	71	71
Full-time ELT (15+ hours per week) aged under 16	43	43
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	139	139
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italy, Brazil	Italy, Brazil
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	16–20
Adult programmes: typical length of stay	2–4 weeks	2–4 weeks
Adult programmes: predominant nationalities	Dutch, Spanish	Dutch, Spanish

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	3	3

Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
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	1	
Academic managers without TEFLQ qualification or three years relevant experience	2	
Total	3	

The international director has oversight of international curriculum across all three ESCG campuses with zero teaching. The international programme leader has an annual teaching load of 504 hours but this was completed by the time of the inspection, so he had no teaching duties during the week of the inspection, unless there had been a need for sickness cover.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	4	
TEFLI qualification	6	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	0	
Teachers without appropriate ELT/TESOL qualification	0	
Total	10	

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	12	51
Private home	2	13
Home tuition	0	0
Residential	0	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	0	1
Staying in privately rented rooms/flats	9	51
Overall totals adults/under 18s	23	116
Overall total adults + under 18s	139	