

Organisation name	Greater Brighton Metropolitan College
Inspection date	24–26 April 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Greater Brighton Metropolitan College in April 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 and academic English for adults (16+) and for closed groups of adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, academic management, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

At the end of March 2017, City College Brighton and Hove, which was accredited, merged with Northbrook College, which did not offer any English language courses. The new college, Greater Brighton Metropolitan College (GB MET), combines the two sites in Brighton which were formerly part of City College with the three sites which were formerly part of Northbrook College (two in Worthing and Shoreham airport).

The school of English language teaching (international) forms part of the directorate of enterprise. Teaching takes place on two sites: the central (Pelham Street) campus in Brighton, formerly part of City College Brighton, and the Broadwater campus in Worthing, formerly part of Northbrook College. Open-access courses and, with one exception, courses for closed groups are held in Pelham Street. A project group of Turkish engineering students who began their course in Brighton are now receiving academic English and study skills support at the Broadwater campus in Worthing.

The inspection took place over three days. The inspectors held meetings with the CEO of the merged college, the assistant principal for teaching, learning, assessment and quality, the assistant principal for students, the director of enterprise, the director of human resources and development, the quality manager, the manager of the school of English, staff within international services (the international sales and marketing officer, the project officer, the international student officer), the head of estates, the health and safety manager, the curriculum lead for construction and engineering at Broadwater, who is the liaison person for the Turkish engineering students, and one of the English teachers for these students. One inspector inspected facilities at the Broadwater campus and observed one class there; the other inspector visited two homestays. Focus group meetings were held with teachers and students in Brighton. Eight observations were carried out.

Address of main site/head office

Pelham Street, Brighton BN1 4FA

Description of sites visited

Both of the sites where English teaching currently takes place were visited.

The central campus in Brighton (Pelham Street) consists of an 11-storey fifties tower block, Pelham Tower, and two Victorian former schools, across a narrow street. The international department is situated on the second floor of the tower block, and all English classes in Brighton are located in this building. The reception area and student services are on the ground floor, a café and cafeteria on the first floor, and the learning resource centre and the international office on the second floor. Students and staff also have access to a training restaurant and beauty salons. Sports facilities, which include a fully equipped gym, are based at the Brighton East campus, which can be accessed via a shuttle bus from the Pelham Street campus. There are plans to dispose of the two schools, extend the tower building into part of what is currently a car park, and re-situate the entrance. It is not anticipated that these developments would affect current arrangements for the teaching of English.

The Broadwater campus in Worthing (Broadwater Road, Worthing BN14 8HJ), where the Turkish engineering students are being taught, combines refurbished and new-build facilities which include a reception area, cafeteria, library and e-learning area, together with workshops (e.g. for engineering and building trades) and more traditional classrooms.

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 type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses offered include general English (15/20/25 hours) from elementary to advanced, examination-preparation courses, academic support for students on mainstream courses, and teacher development courses. Short courses

Report expires 31 March 2023

of one to four weeks also take place on a regular basis for project groups (from, for example, Italy, Denmark and Norway). Students aged 16–17 are admitted to adult courses. One-to-one classes are sometimes offered as a bridging measure for students who are waiting for a suitable class to open. At the time of the inspection, in addition to two examination-preparation classes, one general English class was running, at pre-intermediate level, and Italian teachers on a one-week language development/examination-preparation course constituted a significant minority of the total number of students.

Accommodation profile

Accommodation is offered in homestay or private home. In addition, some places are offered in a student house, or House of Multiple Occupation (HMO), which is managed by another provider but monitored by GB MET. Two homestays were visited. Both regularly host under 18s but were hosting adult (18+) students during the inspection.

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. Communication is good at all levels and there are robust systems to ensure quality. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. There is a good range of classroom learning resources appropriate to the age and needs of students, in-house technological support is effective, and there are well established and well organised facilities for independent learning. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a strong professional profile (qualifications, experience and continuing professional development) which is appropriate to the context, and benefit from the expert support of their academic manager and the collegial environment within the team. Courses are structured and managed to provide effective support for students in their learning. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care and information are well catered for. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

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 offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The college's publicly disseminated strategic plan contains vision and mission statements but also sets out values and priorities. The plan was introduced to all staff at the beginning of the academic year and is available on the college intranet. The CEO's weekly briefings frequently relate to the values communicated in the plan.

M2 The development of an international plan is still in progress. Short-term, medium-term and long-term goals have been identified, but decisions concerning priorities and work towards these are still at an early stage.

M3 The management structure and individual responsibilities are made clear through posters in staff offices and on noticeboards, and there are satisfactory arrangements for continuity. The School of English (SoE) manager, who manages both ESOL and international, has delegated some administrative duties to a member of the teaching team. There are plans to appoint part-time (0.5) team leaders for both international and ESOL, which will free the SoE manager to carry out a more strategic role.

M4 There are regular, frequent meetings at all levels. These are minuted online and complemented by weekly CEO updates and monthly directorate newsletters. Teachers in the focus group said they felt well informed and had been involved in the consultation process leading up to the merger. Informal communication between teaching staff, the SoE manager and the international team is also facilitated by the fact that the international office, where the SoE manager is located, is on the same floor as the staffroom for the international teachers.

M5 Initial, mid-course and end-of-course feedback are collected and analysed, and evidence of action taken was seen. Student satisfaction is checked during tutorials and 'student voice' surveys are also carried out.

M7 At college level, there has been wide-ranging review in the course of the merger process, and this continues. Progress towards the annual college quality improvement plan is checked on a termly basis. The self-evaluation template based on Scheme criteria had been completed very thoroughly by the international team and the quality manager, and evidence was seen of recent innovations implemented by the academic manager which reflect a commitment to continuing improvement.

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.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M12 The appraisal procedure identifies achievements, wishes and development needs (linked to observations, in the case of teachers). The procedure for dealing with unsatisfactory performance is supportive and examples were seen of this being implemented sensitively but firmly.

M13 There is a well-established approach to continuing professional development (CPD) at college level, which includes courses, CPD days, and an annual conference. Alongside this, there is an internal CPD programme for EFL/ESOL teachers, with financial support also available for participation in external events.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local	Met

contact details for students, and their designated emergency contacts.	
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.	Not met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met

Comments

M14 Written student feedback on administrative staff is very positive. The international team and one of the ESOL teachers have also run sessions for staff in reception and the student centre on lowering language barriers and dealing with international students.

M19 Effective action has recently been taken to strengthen the approach to student attendance and punctuality. The importance of good attendance and punctuality is stressed at induction and reinforced through posters, and there is close tracking and follow-up when necessary, with action plans signed by both the student and the academic manager.

M20 The conditions and procedures leading to a student being asked to leave a course are insufficiently transparent.

M21 The complaints procedure is insufficiently clear. There was no evidence that parents/guardians are made aware of the procedure.

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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of the website and a prospectus ('International course guide'). The prospectus is downloadable from the website and available in print and PDF form to agents. A removable dates and fees insert also contains terms and conditions.

M22 Overall, this criterion is met. However, the description of facilities applies to all campuses and may therefore be misleading in relation to the two campuses where English is taught to international students. Inaccurate statements on the website about the Cambridge English summer course were corrected in the course of the inspection.

M23 For the most part, publicity is in clear and accurate English and terms and conditions are translated on the website into a range of European and non-European languages. The more general sections of the prospectus and website which are aimed at all international students may not be easily accessible to students with limited English proficiency.

M24 The basic requirements of this criterion are met, but there is little information on course content.

M28 The prospectus describes teachers as 'fully qualified'. This was not an accurate description of all teachers employed at the time of the inspection.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is	Met

available to students on site, if not available locally.	
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

P2 One classroom in Pelham Tower has no natural light, but this is taken into account when timetabling classes (see T6).

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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 Students and teachers benefit from a good range of fixed and mobile technology. In-house training is available for teachers and some technology-focused CPD sessions have drawn on good practice identified during observations. Teachers commented very positively on the swift and effective in-house support available.

P10 Learning resource centres (LRCs) on both campuses are well organised and well resourced with a variety of media. Opening hours take students' timetables into account and staff are available to offer help and advice when needed. Useful specialist websites have been uploaded on to computers in the e-learning centre of the Broadwater campus.

P11 Student induction includes an introduction to the LRC, and a student guide is available. The college's virtual learning environment is used to promote independent learning, and students are shown how to access extension activities on this and on online websites.

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 The majority of the teachers are TEFLQ and several have relevant qualifications at Masters level.

T3 The teaching team are appropriately equipped to teach the courses on offer, and there are opportunities, through CPD and shared responsibility for courses, for teachers to develop the knowledge and skills to teach new course types.

T4 The School of English manager is TEFLQ and has substantial relevant experience as a teacher and manager; she also holds a Masters degree in Education.

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

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	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

T6 One classroom in Pelham Tower is small and has no window. This room is only used when necessary; in such cases, classes are rotated so that students do not spend the whole week in this room.

T7 Cover arrangements and procedures are clearly set out in writing for the guidance of managers and teachers and provide for a good level of named cover at all times.

T8 Course plans are based on weekly syllabuses and the first part of each Monday, when the testing of new students takes place, is spent on review or a standalone session. New students can access previous weekly plans on the virtual learning environment.

T9 A number of measures are in place to provide support for new and less experienced teachers as well as those who have been in post for some time. All teachers are assigned a teaching coach during their probationary period, and less experienced teachers are paired with the more experienced. There is a varied CPD programme which brings together ESOL and EFL teachers; this includes staff presentations, external speakers and in-service education and training (INSET) days. College video resources are also available for self-directed professional development. Peer observation and self-observation based on videorecording are encouraged.

T10 There are well designed systems for the observation and monitoring of teachers' performance and evidence was seen that these are implemented constructively and supportively. Teachers were appreciative of the observation process, which encourages self-evaluation and reflection, and the opportunity to share good practice through the CPD programme. Regular formal observations by an academic manager are complemented by unsignalled 'learning walks' twice per year.

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.	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.	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

All requirements of this section are met.

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

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T18 Initial tutorials are held within two weeks of a student's arrival and thereafter take place every five weeks. Progress is monitored on general English courses through tests every five weeks and on examination-preparation courses through more frequent practice tests and other forms of assessment, with performance being logged in course files. Course reports indicate progress and exit levels are referenced against the Common European Framework (CEFR).	
T21 All students receive a report which records their attendance and punctuality, the nature and extent of their improvement, their exit level, and their class contribution, and concludes with overall teacher comments. Students who have met attendance requirements also receive an attendance certificate.	

Classroom observation record

Number of teachers seen	7
Number of observations	8
Parts of programme(s) observed	All

Comments

In order to sample provision more widely, one teacher in Brighton was observed twice. Timetable constraints meant that one teacher with a small number of hours at the Broadwater campus was not observed.

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.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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 Teachers showed a good awareness of language systems. Spontaneous explanations of grammar and vocabulary were clear and took account of students' level. Models on the board included stress marking and good use was made of well-positioned phonemic charts.

T25 Lessons were clearly designed to lead to relevant learning outcomes, providing a good balance of input and practice within a varied and coherent sequence of activities. However, outcomes were sometimes formulated in lesson plans as teacher intentions and/or presented to students as lesson content or activity types.

T26 Teachers demonstrated the ability to draw on a range of techniques. Elicitation, prompting, concept checking, review and nomination were all well handled. Differentiation provided for an individual level of challenge; and there were instances of personalisation during the segments observed.

T27 Teachers made confident and effective use of a wide variety of resources and their own materials were produced to a high standard. Grouping took account of student differences and regrouping was managed efficiently.

T28 Teachers used a variety of techniques, including reformulation and peer feedback, to provide spontaneous feedback on student performance, and encouraged self-correction. Some lessons also included planned feedback stages or group activities based on students' written errors.

T30 Teachers were purposeful and relaxed, used their voices well, and created an atmosphere conducive to learning. There was a generally good balance of student-student and teacher-student talking time, with a variety of activity types and appropriate use of pair and small group work. Students were fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory. Teachers showed a good awareness of language systems and presented accurate and helpful models. Lessons had been

carefully planned to meet students' needs, and teachers demonstrated confidence and competence across a range of delivery skills. They also showed themselves capable of establishing a good rapport with students, who were fully engaged.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 All requirements are met, and safety and security is the responsibility of the health and safety manager. All staff receive mandatory health and safety training, and fire marshals are all trained.

W2 There are comprehensive procedures for handling a security or safety emergency on the premises, including training for managers and practice exercises. The college database shows the presence of all staff and students and all visitors sign in at reception. Briefings on keeping safe and procedures to follow in the event of an emergency are provided for students.

W3 All staff are encouraged to be aware of students' potential needs and who to refer issues to. Posters are displayed in all classrooms with photographs of staff members and information on who to ask about what. This is reinforced at induction. Tutorials also have a pastoral focus, and there is specific and proactive support for under 18s.

W4 Information on abusive behaviour and Prevent are widely available. Key points from the respective policies are made clear to students through very prominently displayed posters, and appear in both staff and student handbooks.

W6 Homestay students receive personalised information including a map with directions and transport options clearly marked, and costs are indicated in pre-arrival information. Where transfers are booked, taxis or minibuses meet individual flights and wait in case of delay, so that student waiting time is minimal.

W7 There is a range of handy one-page leaflets giving information about all aspects of life in the UK, although much of the language used is unnecessarily complex for international students.

W8 Students are provided with good information and support on health issues. There is a large number of staff trained in first aid across the college as well as in the international teams.

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

Comments

W11 Although there is a clear schedule for revisits, and visits themselves are up to date, fire risk assessments are not checked or updated at each visit.

W12 Information on the approximate cost of transport to and from the college is not included in the personalised information received by the student.

Accommodation: homestay only	
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 for this section are met.

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

Comments

W22 Appropriate documentation regarding the management of the HMO used by the college is in place, and the property has been visited using the college's own checklist.

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

Comments

W23 The student union organises an enrichment programme which is open to international students and widely publicised. A range of free enrichment events and activities takes place at central campus, and students also have access to a free gym at East Campus; a free shuttle bus runs between the two campuses. Information on any free events in the local area is posted on social media pages.

W26 Training in carrying out risk assessments is provided by the college health and safety team, who also review all risk assessments annually.

Safeguarding under 18s

Safeguarding under 18s	
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.	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.	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

16 and 17 year-olds are enrolled as adults. At the time of the inspection, no under 18s were present, and a small number of students under 18 are enrolled throughout the year.

S2 Both the designated safeguarding lead and the student services manager have received specialist training, and a number of other staff are trained to advanced level.

S4 The process of collecting host references in retrospect has begun, and a procedure is in place for all future recruitment. However, there are not yet two references for all hosts recruited since 2016.

S6 Parental consent forms set out rules clearly and include an additional section which is signed by the student. Rules are also reinforced for students at induction.

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	1997
Last full inspection	April 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	ESOL
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	Further Education college
Other accreditation/inspection	Ofsted, QAA

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	East Campus, Wilson Avenue, Brighton, BN2 5PB Shoreham Campus, Shoreham Airport, Shoreham-by-Sea BN43 5FF West Durrington Campus, Littlehampton Road, Worthing BN12 6NU

Student profile

	At inspection	In peak week: (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week (June)
Full-time ELT (15+ hours per week) 18 years and over	39	98
Full-time ELT (15+ hours per week) aged 16–17 years	0	25
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	21
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
<i>Academic support for students on other courses 18 years and over</i>	16	17
Overall total ELT/ESOL students shown above	55	162
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–61	16–30
Adult programmes: typical length of stay	1–40 weeks	2–10 weeks
Adult programmes: predominant nationalities	Italian, Saudi Arabian	French, Chinese

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	8 (includes 3 social activity leaders)	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The academic manager has no current teaching commitments.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	1

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	29	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	8	0
Staying in privately rented rooms/flats	17	0
Overall totals adults/under 18s	55	0
Overall total adults + under 18s	55	