

Organisation name	Sussex Coast College Hastings
Inspection date	28–29 July 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in care of under 18s have been addressed. We also recommend a spot check within 12 months focusing on all points to be addressed.

Summary statement

The British Council inspected and accredited Sussex Coast College Hastings in July 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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 under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of premises, learning resources, and care of students.

The inspection report noted a need for improvement in the areas of quality assurance, publicity and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	May 1992
Last full inspection	November 2010
Subsequent spot check (if applicable)	March 2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2013
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	General further education college
Other accreditation/inspection	Ofsted, QAA

Premises profile

Address of main site	Station Plaza, Station Approach, Hastings TN24 1BA
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Ore Valley Campus, Parker Road, Hastings, East Sussex TN34 3TT This modern campus is next to Ore Valley station. One classroom was used for EFL earlier during the summer, but was not in use at the time of the inspection.
Profile of sites visited	The majority of EFL provision now takes place on the main site: Station Plaza. The large modern building, which was completed in 2011, is near to the train station in the centre of Hastings. The atrium provides a light central area. A wide range of facilities is provided. These include a gym, a learning resource centre, cafés and restaurants. There are three dedicated classrooms for EFL, but more are available during the summer.

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	48	43
Full-time ELT (15+ hours per week) aged 16–17 years	23	24
Full-time ELT (15+ hours per week) aged under 16	9	38
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	80	105
Minimum age	14	14
Typical age range	14–35	14–35
Typical length of stay	2–12 Weeks	2–12 Weeks
Predominant nationalities	Italian, Qatari	Italian, Spanish, Qatari
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	42	37
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	9
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6

These figures exclude the academic manager

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

16 and 17 year-olds are enrolled on adult courses. The age range for junior courses is 14–17.

Courses running at the time of the inspection

Full-time general English courses for individuals and groups offer students the options of studying for 15 or 21 hours per week. A full-time general English course for a closed group of adult Qatari military cadets was running.

Year-round courses

General English courses for 15 or 21 hours per week, including IELTS preparation, are run.

Specialist bespoke courses take place throughout the year e.g. general English plus a hair and beauty course, general English plus an art course.

The first international foundation year with an EAP component was offered in 2014.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	7	19
Private home	3	10
Home tuition	0	0
Residential	32	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
Arranged by student/family/guardian		
Staying with own family	1	1
Staying in privately rented rooms/flats	4	2
Overall totals adults/under 18s	48	32
Overall total adults + under 18s	80	

Introduction

Sussex Coast College Hastings (SCCH), is a further education college offering a wide range of vocational courses and some academic courses. There are two main faculties in the college, one for arts, academic and professional studies and the other for health, technical and service skills. The school of English (SoE) lies outside the faculty structure and is part of the international business development section. In the college as a whole there are 5000 full or part-time students. In addition to the main centres at Station Plaza and Ore valley there are two other centres catering for students who want to work in the automotive or construction industries.

Recruitment of international students taking mainstream courses has increased since the appointment of a new head of international business development in 2013. About 100 international students were enrolled on mainstream academic and vocational courses during 2014/15.

The EFL academic management of the SoE has undergone several changes since the last full inspection. A new SoE academic curriculum leader (ACL) was appointed in November 2014, following the departure of the previous post holder, who had taken over the role in February 2014. At appointment the ACL was given a 0.4 fractional contract which was increased to 0.6 for the summer period.

The ESOL department was not inspected. Although ESOL and the SoE operate as separate departments, the students have been taught together during the academic year since 2011/12. From August 31 2015 the two departments will be merged and the present ACL will have different responsibilities within the restructured department. The new ACL, who is currently responsible for ESOL, and adult literacy and numeracy, will take over in September. In 2014/5 there were about 200 full and part time ESOL students.

A group of Qatari students, enrolled in the SoE, initially requested that they should not all study together, but should be taught on different sites. To accommodate this request ten students were taught by teachers at an accredited private language school in Hastings. They stayed with the other Qatari students in residential accommodation provided by SCCH. At the time of the inspection all the students in the group were studying together at the Station Plaza centre.

The inspection took place over two days. The inspectors met together or separately:

- the vice principal - enterprise, employment and skills
- the head of international business development
- the school of English academic curriculum leader
- the head of facilities and health and safety
- leisure programme managers
- the international officer
- the quality assurance co-ordinator

the welfare and accommodation officer
the safeguarding officer
a group leader.

All teachers were observed. Focus groups were held with general English teachers and students and with Qatari students from a closed group.

One inspector visited three houses (two homestay and one 'private house') and the university residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The EFL department is managed by the SoE ACL, who was appointed in November 2014. He reports to the head of international business development and together they share the management of the EFL provision. The head of international business development in turn reports to the vice principal responsible for enterprise, employment and skills. Despite the planned re-structuring of the management team, continuity of the structure is ensured as there are sufficient staff to deputise when necessary.

M3 The job descriptions for all staff are clear and reflect the duties being undertaken. They are reviewed annually.

M4 Regular formal and informal meetings are held for management and administrative staff. Two-weekly teachers' meetings have been introduced. The head of international business development attends college senior management team (SMT) meetings when appropriate. All formal meetings are minuted.

M5 The recruitment and appointments procedures and other human resources policies are thorough and appropriate.

M7 There is a college-wide induction process for new staff, with a human resources checklist to ensure all relevant areas are covered; this is followed by a department specific induction. All staff are given a handbook and SoE teachers have additional practical information sheets at induction and are given a teachers' handbook.

M8 An annual appraisal system for all staff has been developed. There is also a college-wide observation process. In the case of unsatisfactory performance staff are initially well-supported but if this support does not lead to improvement, the college disciplinary procedures come into force.

M9 The college organises a comprehensive programme of generic continuing professional development (CPD) for management, administrative and teaching staff. CPD logs are kept for all staff. There are two staff development weeks each year. Many of these sessions are generic, but there are also opportunities for specific departmental topics to be covered. However, there has been little EFL specific CPD over the last year.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The international officer is able to handle the volume of work very efficiently. During busy periods she is supported by the welfare and accommodation officer, the head of international business development and teachers.

M13 Local and next of kin/emergency contact details for groups are collected before students arrive and the details for individuals are collected on arrival. The information is on the enrolment form and on an emergency contact form. The head of international business development keeps paper records at home for use in the case of an emergency out of office hours. Electronic and paper records are kept.

M14 The attendance and punctuality policy is explained at induction and in the student handbook. Attendance is monitored by teachers, the international officer and the SoE ACL. If attendance is not satisfactory there is a staged procedure to warn and then sanction the student.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The need to review all systems, practices and processes is recognised by the senior management team. The departmental and college self assessment reports (SAR) indicate that targets are set to improve quality. The principal conducts regular performance reviews of the different areas of the college and a quality improvement plan is developed.

M18 Students are asked for feedback early on in the course. Students who are part of a group are given a questionnaire and individual students are contacted by the international officer. The early feedback from one group of students from Thailand was collated, but there were no records of collation or action taken with regard to feedback from other groups or individuals. End of course questionnaires are completed. However, the system for collating and analysing student feedback is not consistent across all courses.

M19 Staff are invited to give feedback to their line managers during staff appraisal interviews. In 2013 a whole college staff survey was conducted and the data was collated. However, there were no records of action taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Sussex Coast College uses a range of publicity media to promote the college internationally. These consist of printed material, the website and social media. No one medium is predominant.

M23 Course descriptions for general English courses are included on the website and in the printed publicity, but they are brief and do not refer to objectives for each level. The course description for the international foundation year (IFY) is more detailed.

M24 All the information required by this criterion is provided except for class times.

M25 Most costs are included in the publicity, but approximate costs for the leisure programme are not included.

M26 The description of accommodation is mainly accurate, but there is insufficient detail about the options available.

M28 In the printed publicity teachers are described as being "post graduate trained teaching staff, who are all experts in English language." This was not an accurate description at the time of the inspection.

M29 The Accreditation Scheme marque is incorrectly used on the webpage which advertises A levels, higher education and teacher training.

Management summary

The provision meets the section standard. The management operates to the benefit of the staff and students. Staff management and student administration are carried out efficiently. There is a need for improvement in the areas of *Quality assurance* and *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The main college purpose-built premises at Station Plaza provide a very pleasant environment for staff and students. There are sufficient rooms and other facilities and these are adequate in size.

R2 The buildings are still relatively new and are in a very good state of repair, clean and well-decorated.

R3 The spacious classrooms are well lit, quiet and well heated and ventilated.

R4 There are several pleasant areas where students can relax and buy snacks and meals. A choice of food at reasonable prices is available on the campus.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

R7 On request students can borrow learning resources, which are housed in the international department. There is a good range of these materials which include coursebooks, CDs, DVDs and cassette tapes. Students on year-round general English courses are given course books for the morning classes and appropriate supplementary materials for the afternoon classes.

R8 There are sufficient printed and digital resources for teachers and very good facilities for photocopying and printing materials. Teachers reported that they were satisfied with the resources available and that any requests for additional materials are met with a positive response. Resources have recently been catalogued and reorganised.

R9 Classrooms are well equipped with classroom technology. Every room has a multi-media interactive white board (IWB). Portable CD and DVD players are also available. Teachers can access materials at any time through the SoE shared drive.

R10 The learning resource centre (LRC) is spacious and contains a good stock of EFL printed and on-line resources; in particular a wide range of graded readers. At the time of the inspection the LRC was being totally reorganised and refurbished to make more space for additional PCs and was therefore, not fully operational for the summer school students, but they were able to borrow graded readers.

R11 Longer-stay students are given a library induction and there is a useful printed guide with advice on how to use the facilities.

R12 Resources are reviewed during the departmental and college self assessment process. For example, new resources were needed to meet the needs of students on the International Foundation Year.

Resources and environment summary

The provision meets and in some aspects exceeds the section standard. The premises, the learning and teaching resources and the educational technology enhance the studies of students enrolled and offer a professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Rationales were submitted for two teachers who did not have level six qualifications. These were accepted within the context of this inspection.

T2 Of the six teachers working at the time of the inspection three were TEFLQ.

T4 The ACL is TEFLQ and has over 27 years' teaching experience; the last seven at SCCH. He is an IELTS examiner and he has developed the IFY course in the college.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Deployment of teachers is carried out by the ACL in consultation with the teaching staff and their preferences and availability are taken into account.

T7 A central rooming system is in place and this usually works satisfactorily.

T8 Sessional teachers who are not working full-time can cover for absent colleagues. The DoS can also cover. Records of work and emergency stand-alone lessons are available for cover teachers.

T9 Teachers are given advice on ways to integrate new students in a class so that they feel at ease with the teacher and their peers. However, little attention is paid to the academic management needed for these students.

T10 There is some funding available for external courses. The college CPD scheme provides a range of general staff development opportunities, but over the last year there has been very little EFL specific language awareness or methodology training. Teachers welcomed the introduction of fortnightly departmental meetings, but reported that there was insufficient time to discuss teaching. They mentioned in particular, the need for workshops to discuss strategies for teaching large mixed ability classes.

T11 There are three types of observation in the SoE: short drop-in observations by staff with some EFL/ESOL knowledge, observations by the SoE ACL and longer graded observations undertaken by trained college managers from various departments. A new appraisal system is in place. All staff were observed teaching and had an appraisal during 2014/5.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 A syllabus has been devised for all levels. Course design for full-time general English courses is based primarily on a course book. The optional afternoon classes focus on interactive skills and vocabulary development or IELTS preparation. Other specialist six-hour classes are tailor-made for individuals or groups. Supplementary materials are used for afternoon classes. Coursebooks are not used for the summer school. The programmes are devised round appropriate topics for young learners and for the military cadets. The teachers' handbook gives outline programmes for all levels of general English, with information about resources and methodology. The English component of the IFY has been designed appropriately.

T13 Courses are reviewed formally through the annual self assessment report and other college quality assurance procedures. The IFY is externally monitored and validated.

T14 Course outlines are included in the students' handbook.

T15 The students' handbook lists a range of techniques for the development of learning strategies. For year-round students, qualified staff in the LRC help students to develop appropriate study skills.

T16 The students' handbook contains a helpful, practical list of ways for students to practise their language outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students are tested with a multiple choice placement test and the ACL conducts an oral interview. However, as only a few levels have been offered during the summer the range of levels in each class has been too broad and

teachers have found it difficult to meet the needs of all the students.

T18 There are monthly progress tests and individual learning plans (ILPs) for students staying for four weeks or more. There is no formal testing for students on shorter courses.

T19 Students following an IELTS preparation course are guided by their teacher as to when it would be appropriate to take the examination. The ACL gives additional advice and guidance if necessary.

T20 The higher education advisor and the careers advisor are able to support students who want to enter mainstream UK education in SCCH or elsewhere.

T21 At the end of a course students are given a certificate of attendance and a report indicating the English level achieved.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers presented accurate oral and written models of the language showing a good knowledge of grammar, lexis and phonology.

T24 Despite the range of levels in the classes, teachers were able to adapt their language to meet the requirements of the students.

T25 Most lessons were planned with care and were appropriate to the needs of students. Suitable topics and materials were chosen for the young learners and for the military cadets. Although teacher aims were expressed clearly, some plans did not focus on intended learner outcomes.

T26 Most lessons were logically staged and there was evidence of warmers, lead-ins, revision, and recycling in lesson plans.

T27 Classroom furniture was sometimes laid out in a way which was not conducive to encouraging and maximising student interaction in the larger classes. The interactive white boards and conventional whiteboards were used competently. A range of resources was in evidence: data projectors, conventional white boards and equipment for listening tasks. The conventional white boards were used to present language clearly and were mainly well organised. Useful online visuals were used to elicit vocabulary. Handouts and worksheets, some of which were teacher-prepared, contained relevant activities and tasks.

T28 A range of appropriate techniques was seen, including elicitation of ideas, language, definitions and spelling. In some classes nomination was well used, but in others there was a lack of nomination with the result that some students remained quiet while others were allowed to dominate. Controlled oral practice was seen in some segments, but in others it could have been used more, in order to reinforce the target language. In the better lesson segments observed teachers corrected the students, but there were occasions in other segments when the correction of phonological and grammatical errors would have been appropriate. There was little attempt to encourage students to peer and self correct. Concept checking was used effectively in the better lesson segments, but in others teachers did not use this technique when it would have been appropriate to do so.

T29 In the stronger segments interaction patterns were varied, instructions were clear and checked and activities were well monitored. In weaker segments instructions were not always checked and teachers spoke too much with the result that the pace of the lesson dropped and a few students became disengaged.

T30 Generally, there was a positive learning atmosphere, with students and teachers sharing enjoyment of the classes. Students spoke positively about their teachers and the teaching.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from just satisfactory to good, with the majority being quite satisfactory. Lessons were generally well planned and teachers managed their classes and the resources well. A range of useful techniques was seen and in the better classes good use was made of elicitation, nomination, controlled practice and correction. In weaker segments instructions were not checked and teachers spoke too much, and there was a lack of nomination and little correction. Overall, there was a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. Teachers and the academic curriculum leader have appropriate qualifications. Course design and learner management are satisfactory. Lesson observations and appraisals have been carried out. Classes often have a wide spread of levels making it difficult for teachers to meet individual needs. Insufficient attention is paid to the aspects of academic management which are affected by continuous enrolment. A specific EFL staff development programme is not in place. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Health and safety is the responsibility of the head of facilities. The college provides a very safe environment for students. Risks on campus have been assessed and addressed. There is CCTV surveillance and ID badges are mandatory for access to all areas of the college, including classrooms. Fire drills are held regularly and fire marshals receive appropriate training.

W2 Pastoral support is provided by the international office when required. Information is available in a pre-arrival booklet and at induction. Prayer and meditation space is available for students, and staff are sensitive to the special needs arising from religious observance.

W3 The accommodation officer in the international office is the named welfare officer and is clearly identified to students. She has received specialist training and has had over twenty years' experience. College-wide welfare support is available at most times of the year.

W4 Students are told at induction that they should report bad behaviour to any member of staff. Allegations against members of staff are referred to the head of human resources.

W5 The 24-hour emergency number is shared between the head of international business development and the welfare and accommodation officer. The number is made known to students in both in pre-arrival and on-course information, including the student card.

W7 Comprehensive information is available to cover the areas listed in this criterion. It can be found in the pre-arrival booklet, at induction and in the 'starters' pack', which includes very useful information, initiated by Sussex police and now distributed by the college, covering a range of safety issues. The college is part of the 'Safe Student Zone', which is a local community policing scheme in which students are given a list of local businesses that will provide support if students need help.

W8 Students are given good advice about medical treatment in the pre-arrival booklet. They are also provided with some useful visual materials of medical vocabulary to help them if they have to visit a GP

Accommodation profile

Comments on the accommodation seen by the inspectors

The college offers homestay and self-catering accommodation, as well as 'residential' (hosts who take more than four students, described as 'private houses' in the pre-arrival booklet). A student residence, staffed 24 hours, used by the University of Brighton during the academic year was also being used during the summer for a group of 32 military students (18+). The college also sub-contracts some self-catering accommodation for 18+ year olds to a local agency. The college has approximately 100 homestay/'private house' addresses on its register of which about 60 are 'active'. Both categories are available to under 18s. One inspector visited three houses (two homestay and one 'private house') and the university residence. All three houses were being used by under 18s. The 'private house' visited was accommodating six under-18s, including some from a private language school, and had two more beds available in twin or triple rooms. Boys and girls were placed on separate floors.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the accommodation visited provided a comfortable living environment. Homes were well-furnished and provided good facilities. One top floor room was rather small for twin beds but this is only used for short-stay students in the summer; at other periods it is used as a single room. This criterion is well met overall although one homestay host only changed the bed linen half-way through a three-week course.

W10 All accommodation is inspected by the very experienced accommodation officer. The officer knows all the hosts well and follows up carefully any student feedback on new hosts. Gas certificates are required. However, the college was not aware of the requirement for homestay and 'private home' providers to carry out a full risk assessment on their property.

W11 Homes are visited within two years and clear records are kept. The accommodation officer has had experience of being a host and has received specific training. Spot checks are carried out if a problem arises.

W12 There is no easy way of identifying when visits are due. However, visits are recorded and the accommodation spot checked during the inspection was either new or had been inspected within the last two years.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 Houses with more than four students are described as 'private houses' on internal documents, the pre-arrival information booklet for students already enrolled and in documents for hosts. However, the distinction is not made in the print prospectus or on the website. The publicity refers to all accommodation as 'homestay' or 'self-catering' making this criterion 'not met'.

W19 Students with the same first language are usually only lodged in the same home when they come as a group and the arrangement is requested or agreed in advance.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 In the university residence common areas are cleaned daily and, unless the student requests otherwise, bedrooms are cleaned weekly.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W24 There is some good written information giving practical advice to students who live in bed-sits or flats.

W25 The agency used by the college for some self-catering accommodation is not routinely visited or the accommodation spot-checked.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The activities manager goes around classes weekly to explain what is happening in Hastings and to advertise the leisure programme.

W27 The college 'engagement' programme is limited during the summer months. However, the college gym is available for a fee and classes are offered. The gym manager offers specialist football coaching. The international department makes use of an outside agency for its excursions and a representative visits once a week to advertise its programme. Excursions are usually for over-18s unless an under 18 is accompanied by a responsible adult. Groups frequently organise their own leisure programme. A small-scale local activity programme to include such activities as archery and crazy golf is outsourced to an activities manager, who organises activities for two afternoon/evenings a week, taking note of student suggestions. All students pay a fee to cover costs and an activity price list is available. Students in the focus group commented favourably on the programme.

W28 Risk assessments are mainly generic although some are specific to the activity. However, there is insufficient focus on the fact that the students are not native speakers and many are unfamiliar with the culture. First aid kits are available for activities. However, activity staff, including the activities manager, are not first aid trained.

W29 Football coaching and archery are under the supervision of specialist staff.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The college offers a very safe and secure environment for students. Pastoral care and most accommodation arrangements are appropriate. A small-scale leisure programme meets most of the needs of the students on the summer course. *Care of students* is an area of strength. There is a need for improvement in the area of *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At inspection there were 23 students aged 16 or 17 and nine under 16. During the peak week there had been 38 students under 16. During the academic year 16 and 17 year-olds are accepted on adult courses and closed groups from the age of 14 upwards are accepted.

C1 The college has a simple and clear safeguarding policy, which is reviewed annually. It sits beside a bullying and harassment policy, a staff code of conduct, and a fit to study process. The policy is implemented by the head of safeguarding in conjunction with the safeguarding team. However, the safeguarding policy, the staff code of conduct and the bullying and harassment policy are very generic and take too little account of the current context, in which many students are under 18, non-native speakers and living away from home.

C2 The college safeguarding policy is made known through the college intranet, through posters and at induction for new staff. Sub-contractors are also informed. All staff receive basic awareness training and all the safeguarding team have received specialist training. Team awareness on safeguarding issues is also provided to staff.

C3 Publicity in general makes very little reference to pastoral care for international students and to the lack of supervision outside class times. Parents of under 18s in adult classes are asked to sign their agreement.

C5 Suitability checks are carried out on all staff, most sub-contractors and the main homestay host. If DBS checks have not been carried out then declarations are signed. The aim is to extend DBS checks to all over 18s in a homestay/'private house'. Group leaders are required to provide evidence of their suitability.

C6 There is good provision for the supervision and safety of students on all activities organised by the college. However, as mentioned in the interim visit report (2013) risks associated with unsupervised free time for juniors in Hastings have been insufficiently assessed and there is little advice given to students about what they should do and should not do during unsupervised times.

C7 Most applicable points under this criterion are met. Good information is given to hosts about curfew times and their responsibility for under 16s but too little guidance is given to hosts about 16 and 17 year-olds and what they may do outside scheduled activity times; it was a concern that there are no risk assessments in place for hosts who offer private houses accommodation to under 18s.

Care of under 18s summary

The provision meets the section standard. The level of care given to under 18s in a college environment is appropriate. There is a clear safeguarding policy and a set of procedures to ensure student safety and security for all students when they are on site or taking part in the leisure programme. However, more attention needs to be paid to the special needs of international students and more attention given to ensure student safety for under 18s during unsupervised time.

