

Organisation name	Sussex Downs College, Lewes and Eastbourne
Inspection date	13-17 October 2014

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.

Publishable statement

The British Council inspected and accredited Sussex Downs College in October 2014. 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 large English language teaching department of this large college of further education offers courses in general and professional English for adults (16+) and for closed groups of adults (16+) and vacation courses for under 18s and adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	Eastbourne 1990, Lewes 1992
Last full inspection	October 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2011 spot check of new Young Learner Summer programme
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	None
Other related non-accredited activities (in brief) at this centre	CELTA, ESOL Skills for Life, IELTS Test Centre, international students on mainstream courses mostly at level 3

State Sector

Type of institution	Further Education College
Other accreditation	N/a

Premises profile

Address of main site	Sussex Downs College Lewes Campus Mountfield Road Lewes East Sussex BN7 2XH
Details of any additional sites in use at the time of the inspection	Sussex Downs College Eastbourne Campus Cross Levels Way Eastbourne East Sussex BN21 2UF
Details of any additional sites not in use at the time of the inspection	None
For inspectors' use: profile of sites visited	Both campuses consist of multiple purpose-built buildings in their own grounds. The Lewes campus is close to the town centre, whilst the Eastbourne campus is in a suburban area. The international college has its own dedicated premises in modern buildings, in Lewes on two floors and in Eastbourne on one, comprising offices, resource rooms, staff rooms and teaching rooms. Students and staff have access to IT facilities, learning resource centres and a number of food outlets. Sports facilities are on campus in Eastbourne and close to the college in Lewes. The Lewes campus also has a self-access centre and an on-campus international student residence, Caburn House.

Student profile

	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	72%	July 2014 - all international students were on ELT = 100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	154	203
Full-time ELT (15+ hours per week) 18 years and over	105	24
Full-time ELT (15+ hours per week) aged 16-17 years	22	120
Full-time ELT (15+ hours per week) aged under 16	0	59
Part-time ELT aged 18 years and over	27	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	16	11
Typical age range	16-25	11-25
Typical length of stay	6-9 months	2-4 weeks

Comments

ESOL courses are delivered by another faculty, but some international college students sit ESOL Skills for Life examinations, and attend classes dedicated to this qualification.

There are no one-to-one courses.

The junior programme in the summer caters for 11-17 year olds.

Academic year:

- English Language Plus: Lewes and Eastbourne. 21 hours per week, consisting of core language work, dedicated skills work, examination preparation (IELTS, Cambridge main suite and Skills for Life), and Plus (business world, travel and tourism, art and design, sports academies etc., depending on student interests).
- IELTS Preparation: Eastbourne. 16, 19, 22 hours per week.
- Part-time courses consist of students joining the full-time course for specified sessions, to meet individual needs.
- International Foundation Year: Lewes. English language component 6-9 hours per week. At the time of the inspection there was only one student enrolled on this course.
- English support and IELTS preparation for international students on level 3 courses: Lewes.

Summer (July and August)

- Adult summer vacation course: Lewes. 20 hours per week, which broadly follows the English Language Plus structure with an optional social programme.
- Exam preparation courses: FCE 20 hours per week (Lewes), IELTS 16 hours per week (Eastbourne).
- Young Learner Programme (Eastbourne).

Year round

The college accepts closed groups of adults and juniors, offering a range of general English, ESP and teaching methodology courses tailored to specific needs.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults		Under 18s	
	Lewes	Eastbourne	Lewes	Eastbourne
Arranged by provider/agency				
Homestay	37	22	18	4
Private home				
Home tuition				
Residential	41	4		
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
Arranged by student/family/guardian				
<i>Staying with own family</i>				
<i>Student's own arrangements</i>	18	10		

Introduction

Sussex Downs College (SDC) is a large college of further education with a wide catchment area encompassing Brighton and Hove through to west Kent and Surrey. It was formed between 2001 and 2003 through the amalgamation of two colleges in Eastbourne and one in Lewes. The college has approximately 4,000 full-time equivalent students and over 16,000 part-time students on FE and some HE courses.

The international college is one of eight faculties which resulted from a restructuring in April 2014. This reorganisation did not hugely affect the international college structurally, except in so far as the manager was promoted to director and became a member of the senior leadership team, reporting directly to the vice principal curriculum and enterprise. The international college has around 900 enrolments annually, with around 400 international students attending the college at any one time. It encompasses all international courses and all ELT work, and includes international admissions, but excludes ESOL, which is delivered by another faculty.

The general management of SDC is integrated, and the director of the international college manages both sites at Lewes and Eastbourne, but discrete ELT teams operate at each campus. Approximately two thirds of the ELT provision takes place on the Lewes campus with the remainder on the Eastbourne campus. Of the 14 international

support staff with non-teaching roles, 10 are based on the Lewes campus. There is separate academic management of ELT at each centre, although they operate along similar lines, with account taken of the relative size of the two operations and the concentration of summer provision at Eastbourne. The curriculum leaders at each campus report to the international director, who divides his time proportionately between each site, and has office space at both.

The percentage of variable hours lecturers has not changed since the last inspection, but the support team has increased to include a compliance officer and an expanded marketing resource, and the English language plus course has grown, with recruitment during the academic year in Lewes around 90-100 and in Eastbourne around 35-50. There are approximately 50 international students on Level 3 courses, the majority at Lewes. The cash value to SDC that the international college generates has not risen since the last inspection, but because of the reduction in provision in other areas it now contributes considerably more than 10 percent of the college's income, so is regarded as an important financial, cultural and developmental strand of SDC's overall provision.

The inspection took place over five days, during which meetings were held with the following:

the principal and chief executive
the vice principal curriculum and enterprise
the international college director
the director of quality improvement and development
the learning resource centres' co-ordinator
the facilities manager
a human resources administrator
the safeguarding manager
the health and safety officer
the student participation officer
the four curriculum leaders Lewes
the curriculum leader Eastbourne
the senior personal tutor
the immigration and compliance officer
the senior international administrator Eastbourne
the international admissions officers
the acting international officer
the international accommodation officers Lewes and Eastbourne.

At each campus the inspectors met a group of student representatives and a group of teachers. One inspector visited four homestays in Eastbourne and two homestays and the student residence in Lewes.

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Under the director, there are staff responsible for the curriculum, for welfare, for international admissions and compliance, for marketing, and for accommodation. The director, who has a marketing role and is therefore out of the country some of the time, is covered in his absence by the curriculum leader responsible for academic management in Lewes. Currently the curriculum leader in Eastbourne has a fixed term contract to cover maternity leave, but arrangements are in train for her to retain half her role when her present contract expires, thus ensuring continuity of leadership.

M3 All duties are clearly specified, and staff are clear about their responsibilities. It is also evident that efforts are made to match staff skills and preferences to roles and functions.

M4 The international college staff liaise with their counterparts in other academic and support faculties at both a formal and informal level. There are regular team and senior leadership meetings, and the international director's membership of the leadership team ensures that he has a direct line to strategic decision-making, which he reported had improved upward communication. Communication within course teams is excellent. Communication across campuses is limited by distance and tight timetables, but staff development activities are in common, and the director, who is based at both sites, is an important channel of cross communication.

M5 Micro-teaching is part of the recruitment process.

M7 There is a three month induction programme, so new staff have time to familiarise themselves with the ethos of the college and the particulars of the job. There is a comprehensive check list with a time scale which staff complete. Each new staff member is assigned a 'welcome' mentor. Teaching and support staff reported that they had been very well prepared for the college context and the work they had been employed to do.

M8 SDC operates an annual staff appraisal procedure for all staff. Classroom observation by managers provides part of the evidence for the process. There is a clear staff capability policy and procedure.

M9 The college has three full days annually of professional development activity for all permanent staff. Academic staff development days relate to classroom observations and inspection reports, and have this year been focused on 'making learning visible'. Agendas for team meetings include an 'MOT' item which allows staff to discuss classroom practice regularly. Staff have attended external sessions, and internal courses on safeguarding and i-learning; the international college also operates a peer observation scheme. Some funding is available for TEFLI staff to upgrade to Diploma. Support staff have been funded to obtain qualifications and attend relevant courses.

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 type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 The international college has very experienced, well-informed tutors with specialist qualifications, part of whose role is to counsel students on course choices and progression routes. This is supported by a sophisticated tutorial system, and a dedicated compliance officer, so high quality advice is readily available before and after enrolment.

M12 The college has developed robust systems for enrolment, with the result that the enrolment of the three categories of students with whom they deal is rigorous and efficient. Training is provided for agents to try to ensure that prospective students get sound advice about the various compliance requirements.

M13 Students are asked to confirm details of their local and next of kin contact details at enrolment, and these are checked again in tutorials. There are also prominent notices around the international college reminding students to inform staff if their details change. The learning agreement requires the next of kin address, but does not require a relationship to be stated.

M14 The attendance requirement is 95 percent and the attendance percentage is recorded on reports and certificates. Students on Tier 4 visas attend an 'obligation' session with the compliance officer, and complete and sign a commitment declaration which outlines their obligations under Tier 4. Attendance is monitored at tutorials, and accurate records are maintained on the SDC central management information system as well as on two other data bases which the international college administrators perceive as 'more teacher friendly'. There is a four stage 'student concern' procedure which identifies any problems early, with the result that there is no record of any student being asked to leave the course. In the majority of classes observed, attendance was 100 percent.

M15 These procedures are clearly set out in the student handbook and are re-enforced by the systems outlined in M14 above.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 There are many examples of continuing improvement within SDC. The primary document which generates action points for continuous improvement is the self-assessment report which is compiled through course review meetings. The area where systems had been put in place to improve the quality of classroom teaching is particularly impressive. The director of quality, improvement and development had identified a number of ways in which learning could be made more visible to students in all faculties. The international college, through staff development sessions and observations had worked on these, and this had clearly borne fruit, as was evident in classroom observations, and to students themselves, who reported on its effectiveness to inspectors.

M18 There is a clear focus on the student voice within SDC. There are three formal questionnaires which focus on enrolment, settling in, and the course experience, comments from which feed into the self-assessment report. The student council meets twice termly, and clear posters are distributed around the international college reporting back to the student body in the 'you said...we did' format. Students also have opportunity to share their views in tutorials.

M19 There is an over-arching whole college survey which may be adapted to the specific needs of individual faculties. The international college director has regular one-to-one meetings with curriculum leaders, and they have similar meetings with individual members of their course teams.

M20 The complaints procedure has seven stages, so it is quite complex, but the student handbook provides clarification in the form of a simple flow chart. There is an effective system on the intranet which allows any staff member to fill in an 'issues form' if a problem has been identified, and this is monitored by administrators and management, with the intention that minor problems do not grow into major issues.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main sources of publicity are the 'International Student Full-time Prospectus' and the website.

M21 Both sources are written in clear English, addressing the reader, clearly set out, with key features highlighted, in a good print size, with clear page referencing (prospectus) and links (website), and make what is potentially a complicated provision covering two campuses, accessible.

M22 A comprehensive and accurate picture of what to expect at SDC is expressed through words and photographs. Town locations, the facilities, the courses and accommodation offered, the student support and enrichment programme, the student body, the student progression routes, the prices and the incidental costs, are all covered in sufficient detail and reflect the provision fairly.

M24 Private study periods are not indicated on the sample timetable on the website.

M25 All the elements mentioned in this criterion are present, clear and transparent in both sources.

M26 Accommodation options in both locations, and the different provision, are clearly described using the Scheme

definitions, and are well illustrated with photographs, giving prospective students a clear picture of the options.

Management summary

The provision meets the section standard, and in all areas exceeds it. Staff management is aided by a clear structure of management, and job descriptions which effectively detail roles and responsibilities; communication within the international college and beyond is effective. The college has put in place a supportive infrastructure for international students, which ensures the systems are sensitive and responsive to students' particular needs. The college quality assurance system produces excellent results in the classroom, and students' views are sought effectively and inform the college's work. Both print and website publicity materials are comprehensive and accurate. The management works effectively to the great benefit of its students. *Staff management, Student administration, Quality assurance and Publicity* are areas of strength.

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 type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The international college benefits from a suite of rooms on both campuses which well meets their needs, and which at Eastbourne includes a large computer suite which can accommodate students for testing purposes. The wide range of general college facilities, such as the learning and performing arts centres and the gym at Eastbourne, are also available to international students. External areas, particularly at Lewes, provide the opportunity for relaxation in better weather.

R3 The dedicated classrooms at both campuses are sufficiently large to accommodate the maximum class size comfortably, leaving space for interactive activities. All are well furnished with a small 'menu' board to facilitate the pedagogic focus on learning outcomes, a large whiteboard, screen and data projectors, and furniture which is flexible enough but also provides a substantial writing surface. Classrooms are light and airy, and in Lewes have air conditioning.

R4 There are large refectory spaces at both campuses, and a number of smaller outlets. At Eastbourne, nothing is available locally, so students have little alternative but to use the provision. At Lewes the international college is based on the first and second floors of the Firle building, and there is a small cafe on the ground floor which students appreciate. Students expressed the view that healthy options on both campuses were limited in range, and were more expensive than unhealthy ones.

R5 Signage was generally satisfactory, although the labelling of the floors on the lifts in the Firle and Cliffe buildings at Lewes does not correspond to the numbering of the floors.

R6 Good-sized staff workrooms with space for preparation, with computer access, adjacent photocopiers, and a microwave are available on both campuses.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	

Comments

R7 Students buy their own core coursebooks for language and examination classes, and, for option classes, books are lent or photocopies provided. There is a wide range of other coursebooks, supplementary materials relating to skills, 'plus' subjects and examination preparation available, as well as materials on the virtual learning environment (VLE) to supplement individual classes.

R8 Both staff workrooms have adequate space for a large collection of up-to-date books, and Lewes has an additional store room opposite the staffroom. Stored there are CDs, games, teacher-produced materials and journals, a proportion of which are replicated in the LRCs.

R9 Data projectors in classrooms were used very confidently by teaching staff. The VLE contains materials for all levels and students reported that they valued it for review, for missed sessions, for extension and for information.

R10 There is a small, staffed self-access centre at Lewes which is well equipped and organised. There are three LRCs across the two campuses and students are well catered for with graded readers, reference books and CDs.

R11 Induction to the LRC is the responsibility of the exam class teacher, and this is done in conjunction with the LRC staff. There is an on-line induction available for back up.

Resources and environment summary

The provision meets the section standard and in many areas exceeds it. The SDC campuses are well designed and maintained and provide a pleasant general environment. The majority of the teaching rooms are well appointed and equipped. There are a number of food outlets available to international college students, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are generally of a very high standard. Both *Premises and facilities* and *Learning resources* are areas of strength, and currently provide excellent support to the students in their studies, and a professional environment for staff.

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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T2 One teacher had a certificate level qualification which was not externally validated. Despite this, SDC has an excellent profile, with the majority of staff TEFLQ.

T3 The rationale for the teacher cited in T2 was accepted within the context of this inspection.

T4 The director, the four curriculum leaders at Lewes, and the curriculum leader at Eastbourne are all TEFLQ and some have additional qualifications which support the specialised functions they perform. All have a range of relevant experience. All five are therefore well able to provide excellent leadership. The director in particular shows outstanding leadership qualities.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched to courses in line with their experience, preferences, availability and student evaluations. It was particularly evident in Plus subjects that teachers' interests and strengths were being judiciously exploited.

T7 At both campuses the international college has a suite of first-call rooms, but other classrooms in use were equally suitable, if less customised. Classes are moved or reduced in size if they outgrow assigned accommodation, though at the time of the inspection one was a tight fit for the timetabled group. It is useful that the Eastbourne accommodation includes a sizeable computer suite so an online test can be used for student placement.

T8 There is a pool of cover staff. This is an appropriate system as it precludes the assignment of additional duties to permanent staff with heavy teaching loads.

T9 Enrolment is potentially continuous, but in practice most students enrol at the beginning of a term or at half term. The availability of schemes of work to students, the buddy system which operates, the close tutorial contact and individual learning plans, combined with the widespread use of the VLE, means students' needs are identified and addressed. Thus the system is so tailored to the individual that it encompasses any issues which may arise with continuous enrolment.

T10 SDC's professional development policy, with its current theme of making learning visible, was very evidently having an impact in ELT classrooms. Within the international college it had been rigorously and comprehensively translated into practical techniques and outcomes on both campuses.

T11 The international college has four types of observation: observation of an hour's lesson by an academic manager, with written and oral feedback, which feeds into the appraisal meeting; drop-in observations of 20-30 minutes by managers with limited written feedback; learning walks, with general comments produced, and peer observation. These differing observations balance the college agenda with the individual teacher's needs.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Course design is broadly communicative, but with a clear focus on a formal qualification outcome and some enriching cultural content. There is a clearly prescribed framework, and coursebooks are in place to underpin the general English language, examination and some Plus strands, but within that framework staff have the freedom to use materials to meet students' needs. The course design is supported by detailed schemes of work.

T13 Review mechanisms are outlined in M17.

T14 Schemes of work are available online, and each lesson includes a thorough lesson menu, which is referred to and reviewed throughout, and forms the framework for students and teachers to assess learning during a lesson. Schemes of work are annotated to indicate where adjustments have been made.

T15 Advice in the student handbook initiates the process of promoting independent learning, but this is at the heart of the college's learning philosophy. Students are made aware of longer term and immediate objectives, are required to review learning in all lessons, and encouraged to peer monitor and check. An understanding of the phonemes of British English, and their transcription, are embedded in the system. These strategies are all supported by the tutorial system.

T16 The senior tutor channels information about activities in the local community through the tutorial system, students are able to access the college's enrichment activities, as well as the student union provision, and many of the students are in homestay accommodation which they are set tasks to benefit from.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 At Eastbourne an online placement test is employed. At Lewes, where numbers are greater, an adapted published paper test is used. Both tests appear to place students accurately. It would be useful for Lewes to explore ways in which online placement testing can be adopted, for economy and to harmonize systems.

T18 All students have a tutor, and weekly or monthly tutorials are given. Individual learning programmes are drawn up, with achievable targets set for improvement. These include some targets for pronunciation. There is a formative assessment programme, starting with the placement test, and progressing to an exam barrier test, with regular progress tests in between. Results are recorded on a data base. Regular homework is set, with a 'feed forward' system where students identify weak areas from previous work in which to show improvement in the next homework task. The attempts to identify speaking objectives are particularly innovative.

T19 All academic year students on English Language Plus (ELP) courses sit an examination, either Cambridge main suite, IELTS, or Skills for Life, for which they have a three hour timetable slot as an automatic part of their programme. All students on level three courses attend an IELTS class. As a result of the barrier tests, students are informed as to whether they have a supported or unsupported entry for a particular exam.

T20 Assessment criteria are shared with students. There is excellent guidance, as a staff member has dedicated time and this role appears in her job description.

T21 All students receive reports, which are referenced to the CEFR levels.

T22 The senior international tutor has received special training in giving academic advice to and checking university applications for students on mainstream courses. One of the curriculum leaders also has special training and qualifications in guidance, and provides this for ELP students wishing to progress within FE, or on to HE.

Classroom observation record

Number of teachers seen	25
Number of observations	25
Parts of programme(s) observed	All elements of ELP, including Plus subjects Travel & Tourism, Business, and Art; IELTS for level 3 international students; enhanced tutorial support.
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					

T23 Sound knowledge and awareness of the linguistic systems was in evidence. Phonology was particularly well served, and the phonemic script was widely and fluently used by both staff and students to very good effect, despite occasional errors. Staff provided clear models of spoken and written English, but needed to ensure that student models were always accurate.

T24 Everyone's language was extremely clear, appropriate and well adapted, without losing authenticity. Staff demonstrated a very evident ability to differentiate between learners in their planning, in their materials adaptation and in action. Students' specific objectives identified in individual learning plans were regularly referred to in lessons. Differentiation was very well embedded in classroom practice.

T25 Schemes of work were detailed and thorough, and there was a clear link between individual lessons and the schemes. Class profiles in lesson plans were equally comprehensive, and plans included strategies and materials for dealing with early finishers, stronger/weaker students and even, in some cases, individual problems. Although the content was often based on a coursebook this was usually adapted or supplemented to better engage the interests and needs of the particular learners, so the coursebook provided a progressive framework, but lessons never came across as coursebook driven.

T26 Plans were uniformly coherent, and included useful and purposeful activities, with clear outcomes. There was

consistent planning for review of the last lesson and of homework tasks. Outcomes were made explicit to learners via the use of a detailed menu which remained in view throughout the lesson.

T27 Resources were generally managed confidently and effectively to provide varied, interactive and stimulating lessons. In less good segments when powerpoint only was used, lessons became more pedestrian.

T28 A range of effective and appropriate EFL techniques were in evidence. Staff had developed an impressive range of techniques to support students in understanding their own learning methods. The menu board gave ample opportunities for review during a lesson, and these opportunities were exploited fully by most of the staff. The uniform correction code for written work, as well as the individual 'feed forward' items identified by students, ensured that written work was consistently reviewed and areas for action identified, at sentence level. Discourse level work was sometimes neglected.

T29 A high level of pace, variety and discipline was in evidence in the international college classrooms, which energised and kept students on task. There was substantial evidence that teachers and learners were engaged in a collaborative enterprise. In all classrooms students were fully engaged in purposeful activities. Students commented that they knew they were making good progress, and that the international college was fully supporting them to achieve their objectives.

T30 Personalisation was widely used, there were many references to students' past contributions and/or interests, lessons were well planned to meet students' academic needs and to make learning visible, so a positive learning atmosphere prevailed in all classes.

Classroom observation summary

The teaching observed met and in many respects exceeded the requirements of the Scheme. All the segments observed were either good or very good. Staff were principled in their planning, and had a clear understanding of the outcomes they wanted for their students. Particularly well developed was the focus on phonology and learning strategies. Materials promoted learning and were appropriately adapted or prepared for the group, and teachers demonstrated a wide range of techniques which supported their students' learning. All lessons were interactive and student-centred. Students demonstrated accurate and confident use of the language, and understood about learning strategies, suggesting that their language learning opportunities had been maximized, and their strategies encouraged and developed. Generally the atmosphere in classrooms was professional, purposeful, relaxed yet disciplined, which created an excellent environment for learning. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard, and in almost all areas exceeds it. The academic staff are well qualified and experienced and are well-supported by their academic managers and administrators. The courses are well-organised, resourced, designed, and reviewed in the light of feedback. Excellent systems exist for tracking student progress and helping them to monitor their own. *Academic management Course design, Learner management and Teaching* are areas of strength.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	

Comments

W1 Security and safety are clearly areas of high priority for the college. Reception areas at both sites are staffed for the main college opening hours and all visitors are required to sign in and out. Staff and students wear ID. A duty manager is identified at all times. Risk assessments are in place for both sites, regular fire drills are carried out, and a fire safety leaflet is handed to all visitors by reception staff. An emergency plan is in place for major incidents, and linked in with other college policies and procedures.

W2 Pastoral care is taken very seriously and appears as an area of responsibility in a number of people's job

descriptions. In addition there is an academic and welfare tutor who has a strong pastoral focus and a senior international personal tutor, who, although working predominantly with non-EFL international students, may also provide additional support to this group.

W3 The academic and welfare tutor is intensively involved during induction, and other key staff are also introduced at this time. Students know who to go to with specifically personal problems, and provision is evidently very strong, but this is not very clearly signalled in handbooks or notices.

W4 There is an anti-bullying and abusive behaviour policy which is supported by handbooks and notices throughout college premises on both sites. Posters highlighting how use of the first language can exclude others provide a very effective means of highlighting the issue across cultures.

W6 The pre-arrival booklet provides very useful, detailed information.

W7 Students receive a wealth of advice before, during and after their arrival and induction. Useful information is regularly updated and reinforced through the college portal, notices and handbooks.

Accommodation profile

Comments on the accommodation seen by the inspectors

Both sites make use of homestay accommodation, and there is a residence on the Lewes campus – Caburn House. Four homestay providers were visited in Eastbourne, and in Lewes, two homestay providers and Caburn House. This residence is self-catering and provides single en suite rooms with shared kitchens and common rooms.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestays visited in both towns varied but all were welcoming and provided accommodation ranging from acceptable to excellent. One Lewes host only just met the criteria in terms of cleanliness and tidiness but is a longstanding provider often requested and much loved by students. Caburn House is an excellent facility although showing some signs of wear in a number of areas.

W10 A very good template is in use at both sites for visits, and includes checklists for general information as well as specific areas such as fire safety.

W12 Registers at both sites were up-to-date and contained appropriate information on providers.

W14 Feedback is collected on arrival and departure. Any staff member can initiate an issues form online and this is used in Eastbourne for tracking problems, complaints and requests to change accommodation and ensuring issues are closed down. Lewes operates in a similar way but with paper files.

W15 Students commented positively on the food in their homestays.

Accommodation: homestay

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

W17 Hosts receive very comprehensive information and guidance, and are required to complete their own safety

checklist for the college files.

W18 Some homestay providers had bunk beds although only currently in use for single students.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students clean their own rooms and shared kitchens. Common areas are cleaned daily.

W23 There are details on noticeboards about what to do in case of illness as well as contact details for local doctors and hospitals. There is also a contact number for staff on call.

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 type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 An advice sheet is available, and students can also discuss any issues or questions with one of the accommodation officers.

Leisure opportunities

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

Comments

W26 The college enrichment programme is run by the student union and the student liaison officer is extremely proactive and effective at keeping students informed. The programme is excellent, with a real wealth of choices and initiatives, and there is genuine inclusion of international students, many of whom participate actively. Students spoke very positively of what was on offer.

W27 The international office also organises a programme of excursions and activities which are well received by students.

Welfare and student services summary

The provision meets and in many respects exceeds the section standard. Safety, security and pastoral care are excellent, and *Care of students* is an area of strength. Accommodation systems work well and there is very effective communication with hosts. College opportunities for leisure are excellent, well-disseminated and supported by an appropriately organised international programme.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

There were 22 students under the age of 18 at the time of the inspection.

C1 The safeguarding policy is detailed and comprehensive, includes safe recruitment and is linked to and supported by other college policies and procedures. Homestay checks extend to all adults, not just the main care-giver.

C2 The safeguarding policy is widely communicated and regularly reinforced. All staff undergo basic safeguarding training online or face-to-face, and a number of college staff have received advance training, including three in the international college – one in Lewes and two in Eastbourne. All college duty managers also undergo advanced training. There is a college safeguarding manager who coordinates safeguarding measures and training across both sites.

C3 There is a very good, dedicated section in publicity which describes levels of care, although it does not make specific reference to under 18s.

C4 Recruitment procedures and documentation are exemplary, and reference request forms specifically ask about suitability to work with under 18s.

C6 Under 18s are enrolled as adults on adult courses, and consent forms are required from parents to show that they have agreed to certain types of freedom. This means that the reality of the situation in terms of levels of supervision has to be inferred by the parent rather than being spelled out by the college.

C7 Hosts are provided with very clear rules, guidelines and procedures and those hosts visited who accepted under 18s were knowledgeable and confident about the process. The college gives excellent support to hosts, and more than one commented on this.

Care of under 18s summary

The provision meets and in a number of areas exceeds the section standard. Safeguarding policies and procedures are excellent, recruitment procedures are effective, and there are robust arrangements for the safety and supervision of under 18s, which could be highlighted in the college's publicity and made more explicit for parents. Accommodation systems are thorough and hosts well-informed and supported. *Care of under 18s* is an area of strength.

