

Organisation name	ELAC Study Vacations
Inspection date	25–29 July 2016

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.

Summary statement

The British Council inspected and accredited ELAC Study Vacations in July 2016. 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).

This large private language teaching organisation offers vacation courses in general English for under 18s and adults (16+).

The inspection report noted a need for improvement in the area of academic staff profile.

Strengths were noted in the areas of staff management, student administration, quality assurance, course design and learner management.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1991
Ownership	Elac Ltd company number: 05720470
Other accreditation/inspection	N/a

Premises profile

Address of HQ	22 Milsom Street, Bath BA1 1DE
Addresses of centres offering ELT at the time of the inspection	<p>Prior Park College, Ralph Allen Drive, Bath BA2 5AH Bath Spa University, Newton St Loe, Bath BA2 9BN Cardiff Metropolitan University, Cyncoed Campus, Cyncoed Road, Cardiff CF23 6XD Christ's Hospital School, Christ's Hospital Road, Horsham RH13 0YP City College Brighton, Pelham Street, Brighton BN1 4FA Eastbourne College, Old Wish Road, Eastbourne BN21 4JY St Leonard's School, The Old Palace, Mayfield, East Sussex TN20 6PH University of Nottingham, Jubilee Campus, University Park, Nottingham NR7 2RD St Andrew's School, Meads, Eastbourne BN20 7RP</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	None
Profile of sites visited	<p>St Andrew's School is a preparatory school located a short bus ride from the centre of Eastbourne. It is owned by the charitable trust that also owns Eastbourne College. It consists of a number of traditional and modern buildings that border extensive playing fields. Facilities that are used by ELAC include the refectory, a large gym and an assembly hall, an indoor heated swimming pool, classrooms and offices. Transport is provided to take students from their homestays to the school.</p> <p>City College Brighton occupies a site in the centre of Brighton. The main college building, which is used by ELAC, is an 11-storey fifties tower block. The building has been extended to provide a reception area, a student centre, and a learning resource centre. There is also a large cafeteria on the ground floor. ELAC uses a number of classrooms and offices on the sixth floor and one classroom on the fourth.</p> <p>Bath Spa University's main campus is in a rural location some four miles to the west of Bath. A former teacher training college in grounds landscaped by Capability Brown, the university has added modern teaching and residential buildings to the older stock. Most of ELAC's students are accommodated in the modern residences and all teaching and administration takes place in a large modern air-conditioned building.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: week commencing 11 July 2016 all centres
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	37	39
Full-time ELT (15+ hours per week) aged 16–17 years	399	491
Full-time ELT (15+ hours per week) aged under 16	1192	1767
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 of ELT/ESOL students shown above	1630	2295
Minimum age	9	9
Typical age range	12–17	12–17
Typical length of stay	14 nights	14 nights
Predominant nationalities	Italian, Spanish	Italian, Spanish, Chinese

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	79	83
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	79	
Total number of administrative/ancillary staff	119	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	10
Certificate-level ELT/ESOL qualification (TEFLI)	87
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	0
Total	97

These figures include the academic manager(s)

Comments
Not all of the academic managers were teaching during the week of the inspection.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

The age range varies between centres. Mayfield has the lowest range, 9–16; some centres have 10–18; and St Andrew's School, City College Brighton and Prior Park Bath have 12–18. Courses for closed groups are offered at the head office in Bath throughout the year.

2. Data on centres visited

1. Name of centre	St Andrew's School, Eastbourne
2. Name of centre	City College Brighton
3. Name of centre	Bath Spa University

Student profile

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	100	100		
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	1	13	0			4	15	3		
Full-time ELT (15+ hours per week) aged 16–17 years	6	17	51			81	34	26		
Full-time ELT (15+ hours per week) aged under 16	29	18	78			88	54	225		
Part-time ELT aged 18 years and over	N/a	N/a	N/a			N/a	N/a	N/a		
Part-time ELT aged 16–17 years	N/a	N/a	N/a			N/a	N/a	N/a		
Part-time ELT aged under 16 years	N/a	N/a	N/a			N/a	N/a	N/a		
Overall total of ELT/ESOL students shown above	36	48	129			171	103	254		
Minimum age	12	12	12			12	12	12		
Typical age range	12–17	12-17	12-17			12–17	12–17	12–17		
Typical length of stay (nights)	14	14	14			14	14	14		
Predominant nationalities	Italian, Spanish					Italian, Spanish, Chinese				

Staff profile

Staff profile	At inspection					In peak week				
	4	5	6			6	5	9		
Total number of teachers on eligible ELT courses	4	5	6			6	5	9		
Number teaching ELT under 10 hours/week	0	0	0			0	0	0		
Number teaching ELT 10–19 hours/week	0	0	0			0	0	0		
Number teaching ELT 20 hours and over/week	4	5	6			6	5	9		
Total number of administrative/ancillary staff	8	3	11			11	4	12		

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres					
Professional qualifications			Total number of teachers		
Diploma-level ELT/TESOL qualification (TEFLQ)			0	0	1
Certificate-level ELT/TESOL qualification (TEFLI)			4	5	5
YL initiated			0	0	0
Qualified teacher status only (QTS)			0	0	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications			0	0	0
Total			4	5	6

These figures exclude the academic manager(s)

Comments
None.

Accommodation profile

Numbers at time of inspection: at these centres									
Types of accommodation	Adults					Under 18s			
Arranged by provider/agency									
Homestay	1	13	0			35	35	4	
Private home	N/a	N/a	N/a			N/a	N/a	N/a	
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a	
Residential	0	0	0			0	0	125	
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a	
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a			N/a	N/a	N/a	
Arranged by student/family/guardian									
Staying with own family	N/a	N/a	N/a			N/a	N/a	N/a	
Staying in privately rented rooms/flats	N/a	N/a	N/a			N/a	N/a	N/a	
Overall totals adults/under 18s	1	13	0			35	35	129	

Centres	1	2	3	4	5
Overall total adults + under 18s	36	48	129		

Introduction

The organisation was originally known as 'Eastbourne Language Activity Centre' when it was established in 1991. The present company, ELAC Study Vacations, was established in 2006. It continues to offer young people summer and Easter vacation courses combining classroom tuition with cultural excursions, project work and/or sports. It also conducts courses for closed groups at its head office in Bath throughout the year.

In 2016, nine centres were operating:

Bath, Prior Park (from 2012)
 Bath Spa University (2014)
 Cardiff Metropolitan University (2011)
 Christ's Hospital (2009)
 City College, Brighton (2014)
 Eastbourne College (2000)
 Mayfield (2004)
 Nottingham University (2005)
 St Andrew's School, Eastbourne (2013)

Nearly all students are recruited through agencies and are accompanied by group leaders. There were only 11 individual students in 2016.

The inspection took place over four and a half days. The head office was visited where meetings were held with the two principals, the director of operations, the group academic manager, the welfare and administration director, two operations managers, the office and personnel administrator and the administration assistant.

Three centres were visited, two with homestay accommodation and one with both homestay and residential accommodation. None of the centres had previously been visited.

25 July – St Andrew’s School

The inspectors arrived at 8.45 and left at 17.15. The visit included:

- meetings with the centre manager, assistant centre manager, academic manager, activity manager, the homestay co-ordinator (an independent who arranges accommodation for a number of schools in Eastbourne College), the regional operations manager and the school bursar (St Andrew’s).
- focus group meetings were held with students, teachers, activity leaders and group leaders
- observation of four teachers
- observation of some activities and lunch time arrangements (including sampling of food)
- inspection of premises and facilities
- a visit to three homestays
- inspection of relevant documentation.

26 July – City College Brighton

The inspectors arrived at 8.45 and left at 17.15. The visit included:

- meetings with the centre manager/academic manager/activity manager, assistant centre manager/senior teacher, the homestay co-ordinator (from City College), the regional operations manager and the head of the international office in the college, who is the liaison person with ELAC
- focus group meetings were held with students, teachers, the activity leader and group leaders
- observation of five teachers
- observation of some activities and lunch time arrangements (including sampling of food)
- inspection of premises and facilities
- a visit to two homestays
- inspection of relevant documentation.

28 and 29 July – Bath Spa University

The inspectors were on site from 14.00 to 17.00 on 28 July and from 9.00 to 13.00 on 29 July. The visit included:

- meetings with the centre manager, assistant centre manager, academic manager, activity manager, and a contact person on the university staff
- focus group meetings were held with students, teachers, activity leaders and group leaders
- observation of six teachers
- observation of some activities and lunch time arrangements (including sampling of food)
- inspection of premises and facilities
- a visit to two residences and one homestay
- inspection of relevant documentation.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: a number of teachers were unaware of the amount of a coursebook that can be photocopied; the school should seek further advice from the relevant statutory/regulatory body.

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 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 There is a clear structure within head office and the centres and, between them, roving operations managers each responsible for between two and four of the nine centres. There are also five roving academic managers each responsible for a limited number of centres. The structure is documented on an imaginative and clear organogram putting the students at its centre.

M3 There are comprehensive job descriptions but combinations of roles in one of the smaller centres were not reflected in amended job descriptions.

M4 A senior management meeting, held in late June, precedes the start of the summer season. It is attended by all the centre managers, assistant centre managers, academic managers and activity managers together with head office staff and the roving operations and academic managers. Meetings between centre staff and the roving managers are held regularly. At centre level, there are frequent general and specialist team-specific meetings and a brief daily meeting for teachers before lessons start.

M5 Recruitment and other human resources policies are comprehensive and clear.

M7 There are online induction materials for all staff, teachers, and activity leaders that present and check understanding of key information. There are subsequent face-to-face induction events for all categories of staff on-site that recycle, refresh and supplement the online material.

M8 In the centres, the centre manager appraises the other managers; the academic manager appraises the teachers; and the activity manager appraises the activity leaders. Head office staff are appraised by their line managers. There are procedures for dealing with unsatisfactory performance.

M9 Training is available to all head office members of staff; choices are often linked to the outcomes of appraisal. In the centres, both the roving and centre-based managers take opportunities to stage professional development workshops and there is a 'teaching tip of the day' in the brief morning teachers' meetings.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<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 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 All administrative interactions observed were extremely courteous and helpful. Administrative capacity at peak periods at head office is increased by the two main student administrators going from part to full-time working and extra staff can be brought in if required.

M11 Packs are sent out to agents. Individual enquirers are sent information direct.

M13 Details of local and emergency contacts are held on a robust proprietary database that can be accessed remotely.

M14 There is a clear policy and rigorous record keeping. Arrangements are in place for following up any absences promptly but, in practice, extremely few occur.

M15 Details are included in the *Student Code of Conduct*. Students are taken through this in a dedicated introductory lesson and sign their copy at the end of the lesson.

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

Comments

M17 Most head office and centre meetings contain an element of review, but the formal process starts with a 'wash-up' meeting in the autumn to decide what changes are necessary; this is followed by a meeting in the spring to review and confirm implementation of these changes.

M18 Initial and end-of-course feedback is collected, summarised and action taken on the basis of it is recorded. The questionnaires are in accessible language and use graphic symbols where possible.

M19 Feedback is collected from teachers and also from group leaders; it is synthesised and action taken is recorded.

M20 The complaints policy, written in clear language, is included in the *Student Code of Conduct*.

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 checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<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 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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

M21 The language used is for the most part very clear, and with two exceptions, accurate.

M22 Photos of locations are not captioned but are not misleading. Descriptions are representative of the student experience.

M23 Course descriptions are included on the website; those in the print publicity lack objectives, other than very generic ones, and outcomes.

M24 Course dates and non-teaching days are given but programme descriptions do not indicate times.

M26 Accommodation is accurately described but it is not made clear that bunk beds or other forms of elevated bed may be in use in homestay and residential accommodation.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students. The management is in accordance with the provider's publicity and generally in compliance with the legal and regulatory compliance form although some teachers were not aware of the legal limit for photocopying. Systems are robust and efficient, and *Staff management*, *Student administration* and *Quality assurance* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 There was plenty of space in all the centres in the classrooms and offices and there were areas for the students to gather outside class time.

R2 The condition of the premises was either good or very good in nearly all cases; some of the classrooms in one of the centres were rather run down and in need of redecoration. In every location the premises were clean and well-maintained.

R3 In all three centres classrooms were large enough for the maximum class size, flexibly furnished, quiet and comfortable.

R5 Signage was clear and there were noticeboards and other display areas in and outside classrooms although there were no anti-bullying or complaints notices. Student work was on display in most of the classrooms visited.

R6 Teachers had a large and well-equipped room in two of the centres visited and shared a similar room with the two managers in the third centre.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 There are ample resources for teachers in each of the centres. ELAC provides a guide to help teachers navigate through the materials to access suitable materials for their chosen topic at a given level.

R9 Data projection and audio reproduction equipment was available in classrooms in all of the centres; teachers showed confidence in using it. Technical support was forthcoming if needed.

R12 Academic managers review the teaching and learning materials used during the annual review cycle incorporating feedback from teachers and group leaders.

Resources and environment summary

The provision meets the section standard. The learning environment in all three centres is of a fair standard. The premises, facilities and resources available support and enhance the studies of students and offer an appropriate 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Five of the 15 teachers in the centres visited did not have a Level 6 qualification. Rationales were provided for these teachers and two of them were accepted within the context of the inspection. Three were not accepted because the teachers were not working towards a Level 6 qualification and did not have any experience that could be seen as compensating for the absence of one.

T2 All of the teaching staff were qualified; four were TEFLQ and 75 TEFLI.

T4 The academic management team was large. There were five roving academic managers, each responsible for one or more centres, nine centre academic managers and a senior teacher in each of the four larger centres. The role of the roving managers, all TEFLQ, was to carry out formal observations of the teachers, to provide support for the centre-based members of the academic management team, eight of them TEFLI and one TEFLQ, and to lead CPD workshops.

T5 The TEFLI senior teacher in Brighton had insufficient experience for a management role; he had less than a year's teaching experience. The teachers in his centre felt well supported by him and he was considered to be performing well in other respects, but other demands on his time (he was also assistant centre manager), the lack of opportunity for extensive support from the centre's academic manager (who also had multiple roles) and the inability of the roving TEFLQ manager to make more than weekly visits led to the rationale provided for this senior teacher not being accepted.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated to classes on the basis of their experience and of their preferences. They are allocated to classes by their centre academic manager who pairs a less experienced with a more experienced teacher for each group.

T7 Each group has its first teacher for an hour and then the second teacher for the second hour before the first teacher returns for the final session which is often project based. While there are good academic reasons for this arrangement, in practice it proved rather disjointed as timekeeping was left to the teachers.

T8 Cover is provided in the first instance by the academic managers and then, if there is one, by the senior teacher. In Brighton, no cover was available locally as the senior teacher was teaching and the academic manager was also the centre and activity manager.

T9 There is continuous enrolment in some centres. Where this happens, newly-arrived students are taught separately for the first day and then integrated in established classes.

T10 Teachers felt very well supported. Managers were always available to provide advice; there was a good range of resources; observations were conducted in a supportive manner. Teachers in the centres had established support groups on social media and there were short workshops for teachers on relevant topics in most weeks.

T11 All teachers had been formally observed by one of the roving TEFLQ academic managers. The observations were well documented and teachers reported that they had found the process helpful and constructive. The TEFLI centre-based academic managers had done drop-in observations on all teachers in their first year with the organisation and on many of the other teachers as well.

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 and outcomes	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The syllabus is based on the Common European Framework of Reference for Languages (CEFR) levels and associated 'can-do' statements. It is comprehensive and specifies a range of topics, functions, text types, skills and grammar and vocabulary items in a way that provides support for teachers yet is not overly prescriptive. For those occasions when prescription is advisable, such as first day classes, a lesson to introduce the workbook and excursion and activity preparation, there is a range of stand-alone pre-prepared lesson plans and materials available.

T13 Review of course design is included in the annual review cycle.

T14 A weekly plan of class activities is posted on classroom noticeboards.

T15 Students are issued with a workbook that contains important information about their stay and sections on recording language items. Both parts of the workbook feature in a lesson early in the first week dedicated to its use.

T16 Teachers use standard lessons to acquaint and prepare students for the locality they are in and for activities and excursions. They are also given practice in the functional language required for the locations they are likely to visit such as fast food outlets and clothes shops.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Incoming students are tested on the first Monday morning of their course. The test combines a written grammar element and an oral assessment. The outcome of this assessment appears to have been relatively satisfactory in that very few students have needed to be moved to another class.

T18 Given the relative brevity of the courses there is no formal progress testing, but daily reviews, games and quizzes are used to check learning has taken place and there is consistent recycling of language taught.

T19 If there are sufficient numbers interested, students who wish to take an internationally recognised examination can opt to add three exam preparation classes to their programme; they then sit the exam in one of the five centres that are exam centres for the board in question. During the preparatory classes students are advised about the level they should take the exam at; the provider has a 100 per cent pass rate in the exam.

T21 Students are issued with a certificate at the end of their stay. It has a number of boxes to record, attitude, effort and attendance and each of the language skills is given a CEFR grade. There is also a small space for a summarising sentence.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	Junior courses at all age levels

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<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 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated sound knowledge of linguistic systems and generally provided appropriate models of spoken English. There were, however, a few inadequate explanations of grammar and vocabulary and word stress was inaccurate on occasion.

T24 The timings and content anticipated in lesson plans were generally appropriate but objectives were often weak or absent and not all content was appropriate to summer course young learners.

T25 Most lessons had a clear focus and were well staged and paced but learner outcomes were not always communicated to students and not all lessons had enough practice time built in.

T26 Teachers in the stronger segments used a range of techniques competently, including concept checking, drilling and eliciting and used a variety of interaction patterns. They also used their voices well. In other segments there was too little checking of meaning and understanding.

T27 Instruction giving was generally clear, though comprehension was rarely checked. Seating arrangements were satisfactory and good use was made of data projection and of the interactive whiteboard. Boardwork was sometimes neat and well organised but more often lacked order.

T28 Teachers used a variety of appropriate correction techniques but, in some segments, opportunities for correction were missed. At times poor student production was praised in an attempt to motivate and encourage. In some classes there was good deferred correction.

T29 Evaluation of learning was achieved in two ways: first, by revision of the previous day's lesson at the start of a lesson and secondly through the lesson's sequence, where activities immediately provided students with an opportunity to put newly-learnt language into practice.

T30 Nearly all students were engaged in learning in a positive atmosphere; they were clearly enjoying the process. However there was too little personalisation by the more inexperienced teachers and few teachers were able to control first language use well.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being satisfactory. Knowledge of the linguistic systems of English was generally sound, though there were occasional lapses, and all teachers were able to adapt their language to the students' level. Classroom resources were mostly used effectively. Techniques were generally appropriate although there was insufficient checking of meaning and understanding. Most students were adequately engaged. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The syllabus is well-designed and teachers are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* 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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Overall, each site provides a safe environment for students. St Andrew's is located in a quiet residential area of Eastbourne and is protected by coded entry and CCTV; entry to Brighton is monitored by reception and most classrooms are near course offices; the quiet location at Bath contributes to security and the college is also protected by security at the entrance, 24-hour patrols and automatic locking systems in residences. Students at St Andrew's are transported to and from their homestays by coach and taxi. However, City College is situated in the centre of Brighton, there are other adults on site and college and ELAC risk assessments do not take account of the location of shared facilities and the younger learners accepted by ELAC. Fire safety varies from very good (Eastbourne and Bath) to sufficient (Brighton). First aid provision ranges from very good (Eastbourne and Bath) to just satisfactory (Brighton).

W2 Good pastoral care is available to students through group leaders and ELAC staff. Prayer rooms are available at each site if required.

W3 ELAC welfare officers (the assistant centre managers) are identified at induction.

W4 Students are required to sign a code of conduct in relation to bullying behaviour and are told at induction who to talk to if they feel threatened. The organisation has taken sensible, practical measures to address its responsibilities relating to the Prevent strategy.

W5 All students are required to wear wristbands with the 24-hour emergency contact number.

W6 Students are met at airports by the airport coordinator and/or centre staff. Instructions for students in homestay accommodation on how to get to the centre are provided by the hosts in a welcome pack.

W7 Relevant information covered by this criterion is provided at induction.

W8 Inspectors saw evidence that medical emergencies had been dealt with well.

Accommodation profile

Comments on the accommodation seen by the inspectors

The homestay accommodation at St Andrew's (Eastbourne) is shared with the large ELAC summer centre at Eastbourne College under the supervision of an experienced local accommodation officer and her assistant who work with another accredited school in Eastbourne outside the summer. As St Andrew's does not have a city centre location transport is provided. One inspector visited three homestays; the quality of the provision was very good overall.

At Brighton, students are provided with bus passes. The homestay accommodation is organised by the accommodation officer at City College. The quality of the two homestays visited by the inspector was of a very high standard. However, some accommodation issues were resolved more slowly than was desirable because of the communication channels involving group leaders and the centre manager.

At Bath, there was only a handful of students in homestay and the provision is organised by head office. The quality of the accommodation visited was very high but the distance from the homestay to the university was unreasonable and in the summer involved a change of buses. The residential accommodation on campus is of a very high standard and included newly-built blocks containing single ensuite rooms and shared kitchen areas.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 in advance	<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 In general, the homestay provision was of a high or very high standard. However, the visiting inspector noticed that some hosts made use of bunk beds even for older juniors; one room was rather small for two students; one host changed the linen after ten days instead of seven and one student had been placed contrary to parental request in a homestay with pets. The quality of the on-site residential accommodation at Bath was exceptionally high.

W11 The accommodation officer at Brighton had received specific training and revisited many homestays more

frequently than every two years.

W12 All accommodation had been appropriately risk assessed and Gas Safe certificates were in place.

W14 Initial feedback is sought by each centre. Most problems are dealt with in the first instance by the group leaders.

W15 Generally, meals provided were only just satisfactory in range and variety, particularly at Brighton and Bath.

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 checked="" 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 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

W16 A few days before the inspection one homestay in Brighton had accepted students from another provider and placed them in a separate chalet taking the total of students accommodated above four. When the accommodation officer was informed the situation was dealt with appropriately and the ELAC students were moved immediately.

W17 ELAC gives clear and accessible written information to hosts with each booking.

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 The cleaning at the residences in Bath is of a very high standard.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<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 type="checkbox"/>	<input checked="" 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 Students are provided with sufficient social and sporting activities during the course, including excursions. Students in Eastbourne and Bath use the grounds of the school/university for some of their activities; in Brighton a local park is used. The programme is planned in advanced by head office and consists of a mix of compulsory activities, where classes are mixed to provide contact with a wider range of students, and activities which the students can select. Students at all three sites commented that the range was good when student numbers were

high but restricted when student numbers were lower.

W27 Group leaders share a detailed written guide about the courses with ELAC staff and are required to sign a clear statement of their roles and responsibilities. In general, the leisure programme is well organised and involves activity leaders, group leaders and in some cases teachers. The activity leaders were mainly well briefed about the locations they were visiting. In Brighton at the time of the inspection the activity manager was also the centre manager and there was only one activity leader employed, which meant that group leaders and teachers were required to play a key role. The situation was only just satisfactory.

W28 Clear activity-specific risk assessments are given to centre staff at the beginning of a course and relevant staff are required to sign that they have read and understood them. The appropriate assessment is then provided as part of a pack given to staff supervising an activity. Head office provides each centre with activity first-aid packs but these had not been used in Brighton and in general insufficient attention is given to first aid in the available risk assessments.

W29 This criterion is met but see W27 about staffing levels.

Welfare and student services summary

The provision meets the section standard. Attention has been given to ensure that the needs of students for security, pastoral care and an appropriate range of leisure activities are met. The role of group leaders is pivotal where there are few activity staff. The residential and homestay accommodation is mainly very good. Risk assessments for leisure activities are suitable but pay insufficient attention to first aid.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<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"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection there were 14 students aged 18 at the centres inspected (13 of these were in Brighton), 74 students were aged 16–17 and 125 were under 16 (minimum age nine). Bath had the largest number of under 18s.

C1 There is a clear and detailed safeguarding policy, which has had the benefit of expert input. It includes codes of conduct and covers health and safety, safer recruitment (including of homestay hosts), and child protection procedures. The policy is reviewed annually and was last updated in May 2016. Currently, the policy only makes reference to the suitability of the host, not all adults in the household. However, ELAC was aware of the requirement and it was being implemented at both Eastbourne and Brighton. City College Brighton plans to extend the requirement to all its students, including those booked for the ELAC course in the summer.

C2 The welfare and administration director at head office is the safeguarding lead and has been trained to Level 3. All staff had been trained to at least Level 1 and had received good safeguarding awareness training at induction, although not all staff could recall ELAC's minimum staff-student ratios. Some supervisory staff had been trained to Advanced level (Level 2). Group leaders and homestay hosts are required to sign codes of conduct which make reference to the school's safeguarding policy. Students are made aware of the relevant points.

C3 Publicity includes insufficient information about the level of pastoral care and supervision provided outside class time and the arrangements for the journey from accommodation to the teaching centres with homestay provision.

C5 Supervision arrangements during scheduled activities, including the leisure programme, are good overall.

Attendance is carefully checked both in classes and for activities. ELAC's stated staff-student ratios in the safeguarding policy, which include group leaders responsible for their own group, are well met but not all relevant staff were aware of the school's policy. Boys and girls were in separate residences at Bath and the role of group leaders was clear.

C6 The school lays down common curfew times and hosts and students were aware of their responsibilities.

However, there is no age differentiation and some discretion about curfews is given to the group leaders. At Eastbourne, students must sign out and sign back in again if they wish to go out during lunch breaks; Bath Spa University is a closed campus. At Brighton there is inadequate monitoring of students during breaks.

C7 This criterion is well met overall and accommodation arrangements were clear. However, before the inspection one host in Brighton was reputedly absent overnight leaving the children in her care unprotected. When this was reported the accommodation officer took immediate and appropriate action and removed the children.

Care of under 18s summary

The provision meets the section standard. Good policies and procedures are in place. Staff are well briefed in nearly all respects and supervise students appropriately, and homestay hosts are made aware of their responsibilities. However, students at Brighton are inadequately monitored during class breaks. Safeguarding training ranges from good to satisfactory. Suitable arrangements for the leisure programme ensure the safety and security of the students. The accommodation systems work to the benefit of the students.
