

Organisation name	City of Glasgow College
Inspection date	4–5 May 2022

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

### Recommendation

We recommend continued accreditation. However, evidence should be submitted within three months to show that issues raised in W1, S2 and S4 have been addressed.

### Summary statement

The British Council inspected and accredited City of Glasgow College in May 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

City of Glasgow College (COGC) is one of three large further education colleges in Glasgow which were formed from the merger of a number of smaller colleges, a process which began in 2010 and, on a city-wide level, ended in 2013. It has approximately 40,000 students. There are four faculties. English Language Training is located in the faculty of Education and Humanities.

Since the start of the Covid pandemic, ELT activity has been minimal, and the ELT provision is at a stage of consolidation and planned regrowth. There were 60 ELT students in session 2019–20, but no more until session 2022–23, where a closed group of ten international students are studying English before moving on to study technical subjects. The college also has a large ESOL provision but this is not accredited and did not form part of the inspection.

The inspection, which was conducted remotely, lasted two days. The two inspectors spoke to the dean of the faculty of education and humanities, associate dean ESOL and languages, a curriculum head of ESOL and ELT, the director of student experience, the student records manager, the health and safety manager, the manager of the halls of residence, the human resources manager, and the student engagement manager. One focus group meeting was held with students and one with teachers. All three teachers timetabled during the inspection were observed by each inspector. The inspectors viewed a video tour of the premises in advance of the inspection, and had a premises video tour during the inspection. The halls of residence was visited remotely.

## Address of main site/head office

City Campus 190 Cathedral Street, Glasgow G4 0RF (Riverside Campus, 21 Thistle Street, Glasgow G5 9XB)

## Description of sites observed

The college's Riverside Campus opened in August 2015 and is a seven-storey building located on the south bank of the River Clyde, a ten-minute walk away from Glasgow city centre. There is one street-level entrance on the waterfront, and a second entrance at the west side of the building. At level zero there is a large atrium, a café, Student Services, Student Association and Quiet Reflection Room. ID card entry is required to access higher levels, where there are classrooms on seven levels, staff offices, and the library on level one. The complex also includes many facilities related to vocational courses, such as a ship bridge simulator, a working ship's engine, as well as the college Halls of Residence.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

One closed group of ten marine cadets was running at the time of the inspection. The students were studying English with an IELTS focus for six weeks before moving on to a ten-week taster course of vocational subjects.

## Management profile

The associate dean of ESOL and languages reports to the dean of the faculty of education and humanities who in turn reports to the vice principal, student engagement. English language teachers report to one of three curriculum heads.

## Accommodation profile

Students are accommodated in the college's own self-catering residence, which is within the grounds. Students stay in flats which are made up of five single rooms. Each flat has a fully-equipped kitchen and relaxation area, and the residence itself has a games room, relaxation spaces, a laundry and a reception area which is covered by reception or security staff 24 hours per day.

## Summary of inspection findings

### Management

The provision meets the section standard. The college has clear goals and values and sound quality and review procedures. Staff management is efficient and there are effective channels of communication at all levels. There is good human resources support and development for staff. All aspects of student administration are carried out with care and attention to the needs of students, and publicity is mostly satisfactory. The management of the provision operates to the benefit of students.

### Premises and resources

The provision meets the section standard. The premises are well looked after and well equipped, providing a very comfortable environment for study and relaxation. There are ample appropriate resources available. Guidance on the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The programme of learning and learners are well managed by a highly qualified academic management team. Course design is reviewed on an ongoing basis to match the needs of the students. There are good opportunities for students to practise and develop their English language skills outside the classroom. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Overall the school provides its students with very good pastoral care. There are mostly good measures in place to ensure their security and safety, although some fire control measures are not in place. The college offers comfortable, secure and conveniently located accommodation, which is well managed. The leisure programme is varied, well resourced and designed to meet the needs of the students very well.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, in the leisure activities and accommodation provided. There is a clear safeguarding policy, but it is not communicated appropriately to staff, and staff do not receive appropriate training. The policies and practices for suitability checks are inadequate. Supervision arrangements and communication with parent/guardians is appropriate.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

There is a clear statement describing the values, mission and strategic priorities of the college. This is made known to staff and students on the website and through handbooks and policies. There are clear plans in place for the future of ELT, taking recent and current pandemic circumstances into account. Objectives are realistic, and progress towards achieving them is measurable. The structure of the organisation is very clear and easy to understand and communication is effective; staff felt well informed. Feedback from staff and students is actively encouraged and collected through various mechanisms, both formal and informal. A self-evaluation document is in place with plans to embed this into the overall quality systems already operating.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Not met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

Human resources policies and procedures are generally well covered and made known to staff through the website and contracts of employment. Recruitment and induction procedures are appropriate; however inspectors were not able to view evidence of right to work in the UK. There is a very thorough and detailed induction procedure in place, but teachers employed to teach the closed group of students had not received a full induction to the college. The continuing professional development record provides evidence of the college's commitment to developing staff and responding to their development needs.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

Students commented very positively on the helpfulness and friendliness of all staff; excellent customer service is central to the ethos of the college. The systems for enrolment, cancellation and refunds are clear and easy to access, and records of payment and course details are up to date. Absence and lateness policies and procedures

are in place but these were not being enforced with the closed group of students. Conditions under which a student may be asked to leave the college and the complaints procedure are communicated to students and their sponsors.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the college website but this is not used for bespoke, tailor-made programmes such as the group in college at the time of inspection. Course content, leisure activities, travel arrangements, accommodation and materials all form part of negotiated contracts and are therefore not reflected in publicity. Publicity is generally accurate and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. The description of accommodation is accurate. The college publicity does not give any information on the care and support given to students under the age of 18.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

The video tour of the premises available on the website and the virtual tour during the inspection, show that the college premises are in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout, with flexible furniture allowing for a variety of configurations. There are good facilities in place for staff and students to relax, including a café and various well-appointed seating areas. Signage is generally good and exits are signposted. Noticeboards are attractive and contain all required information for staff and students.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met

P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

Students and staff have access to a range of suitable teaching and learning materials. Educational technology is very good across the college with support on hand to help in the case of any technical difficulties. There is a well - resourced library and several learning centres for staff and student use and students receive guidance on the use of these resources. Review of teaching and learning resources takes place regularly as part of the overall quality review processes.

### Teaching and learning

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

#### Comments

All teachers are TEFLQ and together have a range of knowledge, experience and skills which is very well matched to the college and the students. Both academic managers are TELFLQ with a great deal of relevant teaching and management experience.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

The academic manager has very good knowledge of the teachers' experience and skills. Timetabling of students and teachers is straightforward as only one closed group course was running. However, teachers commented that it would be desirable to have one, dedicated classroom for the group rather than a series of different classrooms, which was sometimes confusing for students. Cover arrangements are good. Teachers in the focus group confirmed that the academic manager is available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. Because of the agreement between Education Scotland and the Educational Institute of Scotland (teachers' trade union) there is no monitoring of teacher performance through regular management observation.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

Course design has a clear rationale and structure, created in consultation with the sponsor and taking the needs of the students into account. It is clearly communicated to teachers and students, although course outlines for students are insufficiently focused on learning outcomes. The course is reviewed on an ongoing basis and evidence was seen of changes having been made in response to teacher and student feedback, including excellent project work which encouraged students to use real English language in real contexts. Although teachers encourage students to become independent learners, study and learning strategies are not explicitly embedded in the course to help prepare students with the skills needed for mainstream college courses.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Placement for this closed group was done pre-arrival and all students arrived with an IELTS score. Additional diagnostic testing was carried out on arrival so that teachers were well aware of students' strengths and weaknesses. Monitoring and assessment are built into the course and carried out on an ongoing basis. Academic reports are produced at the end of the course and there is good access to information about the mainstream college course which students are moving onto.

#### Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

#### Comments

All teachers were observed separately by both inspectors.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met

T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers mostly gave good, relevant and concise explanations of new vocabulary and grammar, at the right level for the students. Attention was paid to register, both spoken and written.

T24 Course objectives were reflected in planning, and the needs of students had clearly been taken into account. Topics, materials and activities were relevant, focusing on preparation for IELTS.

T25 Lesson aims were clear and relevant and overall learning outcomes were shared to some extent with students in the outline of the course they are given. However, these were not always referenced in the course of the lesson. Lessons included supportive sequencing and staging to ensure students understood the more complex concepts being taught.

T26 In the best segments observed a good range of teaching techniques was seen used confidently, including some good eliciting, summarising, concept checking, prompting, and nominating. Teachers asked for definitions and examples, nominated individual students for responses and set time limits on activities. In other segments opportunities to check understanding of new lexis were missed, and often teachers were explaining rather than checking.

T27 Overall classes were well managed; competent and confident use was made of both classroom materials and online technology and tools. Teachers almost always checked instructions and set up activities clearly.

T28 Teachers provided lots of praise and encouragement and some used a range of techniques to offer feedback. Most teachers made good use of monitoring and interacting with students to give support and feedback.

T29 Good use and selection of tasks and short assessment activities to check whether learning was taking place were seen at intervals throughout most lessons. Teachers often made reference to work covered previously. At times teachers were delivering content but not checking with students to see how they were receiving and understanding it.

T30 In weaker segments the pace was slow with too much teacher talking time and limited opportunities for students to interact with each other or for student-led learning. In stronger segments teachers managed to generate group coherence and a sense of shared purpose. Teachers seemed to know the students well and were able to create a purposeful and positive learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from good to satisfactory with the performance against the majority of criteria being good. Teachers demonstrated sound grammatical awareness, provided clear models of the language, and were able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students and led to relevant learning outcomes. The techniques used were wide ranging and appropriate, and resources were managed effectively. Most teachers had given thought to the evaluation of learning, gave constructive feedback to learners and created a positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met



**Comments**

Safety and security is generally good with most systems and checks complete and recorded. However, fire drills at the residence are not carried out frequently enough to ensure that students are familiar with evacuation routines. There are excellent systems in place for accident reporting and action taken as well as an effective health and safety database and reporting system. An appropriate emergency response plan is in place. Procedures for pastoral care including mental health services are a highly effective blend of online resources and in-person support. There is clear information for students and training for staff to ensure that tolerance and respect are promoted. Students receive comprehensive information about their arrival, accommodation, the local area, health and other services available to them, including an emergency telephone number. First aid provision is very good.

**Accommodation (W9–W22 as applicable)**

Met

*All accommodation*

W9 Students have a comfortable living environment throughout their stay.

Met

W10 Arrangements for cleaning and laundry are satisfactory.

Met

W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.

Met

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.

Met

W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.

Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.

Met

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.

Met

**Comments**

Accommodation is clean, comfortable, well resourced, in a good state of decoration and repair and is ideal for the age and background of the students. There are excellent systems in place for inspections and checks of accommodation, resulting in all rooms having the required facilities. Students receive accurate, appropriate and helpful information about accommodation and the services provided. They can log problems via an online system or directly with reception, and issues are recorded, followed up and resolved effectively.

*Accommodation: homestay only*

W16 Homestay hosts accommodate no more than four students at one time.

N/a

W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.

N/a

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.

N/a

W19 English is the language of communication within the homestay home.

N/a

W20 Hosts ensure that there is an adult available to receive students on first arrival.

N/a

**Comments**

Not applicable.

*Accommodation: other*

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

**Comments**

The relevant criterion in this subsection is fully met.

**Leisure opportunities**

Met

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.

Met

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Information and access to leisure activities is excellent. Activities are promoted through an online portal and reinforced by members of the student engagement team who meet with students regularly. The leisure programme offered is shaped by the engagement team, the curriculum departments and the students themselves, ensuring availability of appropriate activities. The programme is well resourced with a team focusing on developing, promoting and delivering activities, while professional coaches and experts are utilised for specialist sports and activities. Health and safety measures are in place and appropriate.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

The college plans to enrol 16 and 17 year olds on closed group courses for adults throughout the year. There were two under 18s studying in a closed group at the time of the inspection.

A safeguarding policy is in place to ensure the safety and well-being of under 18s. However new members of staff have not been made aware of the policy, and staff in general do not receive appropriate safeguarding training and updates. Parental/guardian consent is collected effectively and is adequate. There is not sufficient information in either safeguarding or human resources policies in regard to suitability checks, and reference requests do not make any reference to candidates' suitability to work with under 18s. Arrangements and levels of supervision for students during college activities, outside the scheduled programme and in accommodation are appropriate and sufficient for the current cohort, although some of these will need to be formalised and clarified as and when student numbers increase.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2013
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	ESOL
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### State sector

Type of institution	FE College
Other accreditation/inspection	Education Scotland

#### Premises profile

Details of any additional sites in use at the time of the inspection but not observed	English Language staff workrooms and resources are in City Campus, 190 Cathedral Street, Glasgow G4 0RF
Details of any additional sites not in use at the time of the inspection	N/a

#### Student profile

	At inspection	In peak week: May (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	<b>At inspection</b>	<b>In peak week</b>
Full-time ELT (15+ hours per week) 18 years and over	8	8
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>10</b>	<b>10</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–20	17–20
Adult programmes: typical length of stay	6 weeks English (10 weeks maritime)	6 weeks English (10 weeks maritime)
Adult programmes: predominant nationalities	Kuwaiti	Kuwaiti

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	5	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
	<b>Number of academic managers</b>
Professional qualifications	
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>2</b>
<b>Comments</b>	
One academic manager was teaching 12 hours of ESOL during the week of the inspection.	

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
	<b>Number of teachers</b>
Professional qualifications	
TEFLQ qualification	3
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
<b>Total</b>	<b>3</b>
<b>Comments</b>	
None.	

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
<b>Types of accommodation</b>	<b>Adults</b>	<b>Under 18s</b>
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	8	2
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>	<b>8</b>	<b>2</b>
<b>Overall total adults + under 18s</b>	<b>10</b>	