

Organisation name	City of Glasgow College
Inspection date	2–5 May 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in Care of under 18s and publicity (M24) have been addressed.

Summary statement

The British Council inspected and accredited City of Glasgow College in May 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

The large English language teaching department of this large college of further education offers courses in ESOL for adults (16+).

Strengths were noted in the areas of student administration, quality assurance, premises and facilities, learning resources, course design, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 2013
Last full inspection	March 2013
Subsequent spot check (if applicable)	November 2014
Subsequent supplementary check (if applicable)	March 2015
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

Type of institution	College of Further Education. Scottish Charity Number: SC036198
Other accreditation/inspection	N/a

Premises profile

Address of main site	City Campus, 190 Cathedral Street. Glasgow G4 0RF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The college's City Campus relocated in August 2016 from two sites on Cathedral Street to a purpose-built ten-storey building on the same street. There is one street-level entrance on Cathedral Street and a second entrance to the side of the building on level 2. Below level 2 there are publicly accessible facilities (cafés, shop, theatre). Student services and an extensive social learning space with computer facilities, Student association offices and a number of food outlets and eating areas are all located on level 2. From this level there is pass-coded access to higher levels, where there are classrooms on four levels, staff offices, and the library, which extends over three floors. The complex also includes a sports hall and a variety of facilities related to vocational courses, such as a training restaurant, hair and nail salon, TV and radio studios, and an aircraft training cabin. ESOL offices are on level 4 of the building and there are 11 dedicated ESOL teaching rooms on level 5.</p> <p>Landscaping work on to the side of the building is due to be completed in autumn 2017.</p>

Student profile

	At inspection	In peak week: March (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	0	0
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	1125	1125
Part-time ELT aged 16–17 years	4	4
Part-time ELT aged under 16 years	N/a	N/a

Overall total ELT/ESOL students shown above	1129	1129
Advertised minimum age	16	16
Actual minimum age	17	17
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	17–50	17–50
Typical length of stay	9 months to 2 years	9 months to 2 years
Predominant Nationalities	Chinese, Polish, Somali	Chinese, Polish, Somali
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	34	40
Number teaching ELT 20 hours and over a week	26	
Number teaching ELT 10–19 hours a week	5	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	5 (Senior Lecturers included here although no line management responsibility)	5 (Senior Lecturers included here although no line management responsibility)
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	15 or more – ESOL students are encouraged and supported to participate in wider college, so this number can be very high.	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	5
Comments	

Scheduled teaching hours in the week of the inspection were as follows: the two curriculum heads six hours each; senior lecturer (SL) 1 12 hours; SL2, who teaches on three days and has SL duties on two days, 15 hours; SL3, who works only three days, when she teaches and has SL duties, nine hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	21
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
YL initiated	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	2
Total	34

Comments

None.

Course profile

Eligible activities	Year round		Vacation		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 type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

16 and 17 year-olds attend adult ESOL. At the time of the inspection, there were four students in this category. All attend evening exam-level ESOL classes. Lecturers involved are aware of any under 18s since ages are shown on class registers.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	1125 The college keeps records of students' addresses but not the nature of their accommodation arrangements.	4
Staying in privately rented rooms/flats		0
Overall totals adults/under 18s	1125	4
Overall total adults + under 18s	1129	

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 six faculties. ESOL is located in the faculty of Education and Society.

From 2016–17, the three colleges have cooperated to run a fully-operational system of common admissions to ESOL courses. Potential students join a central register through one of the colleges, libraries or community centres, and are tested. There are now approximately 8,000 on the register. The colleges set annual quotas at each level and a given number of students from the register are offered places at their level at one of the colleges and invited to complete the application process. Any places not taken up are filled through a top-up process between late September and early October.

All students admitted through this route are resident in the local community and do not pay fees, the majority being asylum seekers and refugees. COGC offers daytime classes averaging 10.5 hours per week at ten levels from literacy to advanced. The college also runs fee-paying evening 'leisure' classes (six hours per week) at pre-intermediate to advanced levels for which direct entry is possible. There are very few fee waivers for these classes. Currently, there are no international students in ESOL classes.

Academic management for ESOL is shared equally between two curriculum heads (CHs). One CH has line management responsibility for a team of approximately 20 lecturers teaching lower-level courses (ESOL 1), and the other a team teaching courses from pre-intermediate to advanced (ESOL 2). Each teaching team is supported by a senior lecturer (SL) who has a number of specified academic management roles but no line management responsibility, and one or two classroom assistants. Two members of staff currently share one of the SL posts.

The inspection lasted four days, with a third inspector involved in observation on one of those days. The inspectors held meetings with the vice principal for student experience, the vice principal for infrastructure, who is responsible for the implementation of the Prevent policy, the performance and improvement director, the head of organisational development, the student advice and guidance manager, the faculty director, the two curriculum heads, the three senior lecturers, the head of learning support, the student recruitment manager, the health and safety compliance manager and the health and safety advisor, the head of marketing, the head of student engagement, the student engagement officer, and a librarian. Focus group meetings were held with students and teachers and 34 observations were conducted.

There are tentative plans to offer accommodation in a hall of residence to future international students. At the request of the college, one of the inspectors visited this residence and determined that it comfortably meets Scheme requirements. However, since none of the current students is in accommodation arranged by the college, the section of this report dealing with accommodation (W9–25) has not been completed.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input 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

M4 A calendar of regular meetings for ESOL staff is drawn up at the beginning for the year, and these meetings are minuted. At college level, there are monthly managers meetings which are attended by both CHs. Points arising from these meetings are disseminated at meetings of all ESOL staff. The open-plan staffroom also facilitates easy informal communication between teachers, SLs and CHs.

M5 For the most part, appropriate human resources policies and procedures are in place, although college policy is to require only one reference if an applicant has worked for the same employer for at least five years.

M6 Not all certificates were on file. These were produced in the course of the inspection and the situation is now satisfactory. In one case, the teaching practice component of a qualification had not been checked to ensure that it met Scheme requirements. A rationale was subsequently supplied.

M7 Induction is thorough and staged. A checklist is signed as evidence of completion.

M8 There are disciplinary and capability policies and procedures, and all staff appointed to permanent posts are subject to a probationary period with built-in review points. However, under an agreement between Education Scotland (the ministry) and the Educational Institute in Scotland (EIS, the teachers' trade union) there is no individual staff appraisal system for monitoring staff performance on a regular basis; instead, all staff have an annual professional development review (PDR) with their line manager – see M9.

M9 The PDR is intended to provide an opportunity for the identification and review of development needs and aspirations. Guidance notes and training are available for both reviewers and reviewees. All staff are expected to engage in 36 hours of staff development per year. This includes mandatory training on areas health and safety, safeguarding and diversity and equality, generic optional provision organised by the organisational development department, service on committees, and job shadowing, as well as self-directed activities such as reading journals, materials development, peer observation and reflection on teaching. There is financial support for qualification enhancement and for attendance at external events such as conferences. Although activity organised by the college is recorded, there is currently no formal auditing of individual time spent on professional development.

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

Comments

M10 Reception staff and others who are in contact with ESOL students receive customer-care training relating to language awareness and intercultural communication. Students were very positive about the helpfulness and friendliness of staff.

M11 City-wide demand for ESOL classes led to the creation of the Glasgow ESOL access register (see introduction) and there is a waiting list for places on free daytime courses. Information on these courses and testing services are available at a network of sites, and a website has been developed. As a result, there is now much less pressure on the college to respond to individual requests for information. A short test for dyslexia has been developed by a TEFL-qualified member of staff working with the student support team, in order to provide better support for students needing additional help. The CHs and SLs continue to give information and advice to applicants for places on fee-paying evening courses or students who wish to change course.

M14 There is an established system for recording attendance and a clear series of follow-up steps, initiated by lecturers but implemented by administrative staff, in case of repeated absence. Evidence was seen that procedures are followed.

M15 Expectations concerning behaviour and attendance are made clear during induction. Teachers are asked to reiterate the importance of respect for others on a regular basis, and the student engagement officer has also run sessions on this topic.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" 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

M16 Two recurring points to be addressed stem from the agreement between Education Scotland and the EIS that staff performance should not be monitored through management observation (see T11) or individual appraisal (see M8). Points within the control of the ESOL academic managers have been satisfactorily addressed.

M17 Review carried out at faculty and curriculum area level contributes to an annual performance review and improvement plan. Within ESOL, SLs lead course action and development meetings (CADMs) at the end of each block which are minuted. CADMs draw on student feedback, review progress on action taken, and feed into self-evaluation reports written by the CHs.

M18 College-wide systems for eliciting student feedback include an early impressions questionnaire administered in the first few weeks of the course, and an end-of-year survey. The Student association also holds 'finger on the pulse' focus group meetings. The collated results for ESOL from the last end-of-year survey were very positive in relation to teaching and learning but the return rate was lower than 50 per cent. Additional data is, however, provided by student focus groups for each level, which meet during each block. Since the move to the new building in August 2016, ESOL students have been asked specifically about their reactions to the new environment and the ease with which they can navigate the building and find classrooms. Students with good English language skills act as interpreters when necessary. Staff are also encouraged to elicit less formal feedback, both orally and through forums on the student portal. Student feedback is also discussed during CADMs.

M19 Feedback given during team meetings, CADMs, and the PDR are minuted and action noted. The college also administers an annual staff survey. Staff who are leaving are also invited to take part in an exit meeting.

M20 Students are informed about the procedure for complaints during induction. This is also covered on the website and in the student handbook. Occasional phrases in the handbook would be inaccessible for students with limited language proficiency.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website which publicises the Glasgow register (see introduction) provides information on daytime courses. The college's website includes information on all courses. PDF print-outs are used as additional sources of information when appropriate.

M21 In general, information is clearly expressed. There are a number of proofreading errors in a section of the website dealing with funding options.

M22 Information on the premises and facilities is accurate and appropriate. However, there is reference in the ESOL area of the website to a summer course. This has not run and there are no immediate plans to offer such a course.

M23 Levels are indicated, but there is little information on differentiated objectives related to levels.

M24 The information provided varies from one area of the website to another, and there are no links between the

two. Some of the information required is either not present or not presented clearly. Breaks between lessons are not indicated. The total number of hours per week is not stated. Non-teaching days are not included in information on courses, but are shown in the academic calendar. Minimum age and maximum class size are not stated.

M25 Most students attend free daytime courses, but greater clarity is needed concerning fees and fee waivers for evening courses. The basic fee for an evening course is shown, but a rider states that a higher fee (not stated) will be applied if the applicant has not been resident in the EU in the last three years. No indication is given of optional costs for gym use and Student association activities.

M26 The college does not currently offer accommodation for ESOL students.

M27 There is no organised leisure programme specifically for ESOL students.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear, induction is thorough and continuing staff development is encouraged and supported. Student administration is efficient and established quality systems clearly focus on continuing improvement. The management of the provision operates in accordance with its publicity; however, some aspects of publicity need attention. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The building has been skilfully designed to cater for large numbers of students and staff without any sense of overcrowding. It is light, airy and spacious.

R2 The premises throughout are in an excellent state of repair and decoration.

R3 Most of the classrooms used are quiet, of an appropriate size, well lit, heated and ventilated. However, teachers in the focus group meetings commented on the difficulty of controlling the temperature in some rooms and problems associated with attaching interactive whiteboards had been attached to non-solid walls.

R4 In addition to the cafés on several floors, there are a number of grouped food outlets with eating areas on the second floor.

R5 In general, signage is clear; however, additional signs are needed on floors 4, 5 and 6 to teaching rooms used by ESOL. There is a well-maintained information display area by the ESOL student hub (a helpdesk), close to the dedicated ESOL classrooms on floor 5.

R6 Lecturers are located on one side of a very large open-plan and well-equipped staffroom, with academic managers on the other side. Hot desk spaces with computers are available for sessional staff. The staffroom area also contains some easy chairs for relaxation and a small kitchen.

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 checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Courses make use of EFL coursebooks alongside other materials. At lower levels, much of the material used is teacher-produced.

R8 In addition to coursebook sets, teachers have access to a wide variety of materials and resources such as games, dictionaries and a set of tablets. These are kept in the ESOL resource room, which is conveniently located on the same corridor as the dedicated ESOL teaching rooms. Teachers also place the materials they have produced on the shared teacher drive or the college's virtual learning environment.

R9 All standard classrooms are well equipped with data projectors or interactive whiteboards. Dedicated ESOL teaching rooms all have visualisers and ten computers for student use. Technical support and training are available.

R10 Library facilities are excellent. The extensive collection of graded readers, many with CDs, is clearly organised by level. The remainder of the ESOL collection, consisting of coursebooks, examination-practice, skills and systems practice, and books for teachers, is shelved on the basis of the Dewey decimal system. Students are encouraged to use the library catalogue, but browsing for related books is very difficult.

R11 Students are taken to the library by one of their teachers as part of induction and shown around by a librarian. There is a specially-written guide for ESOL students. The use of city libraries is also promoted.

R12 Coursebook sets are replenished, as needed, on an annual basis. Requests for additional resources are encouraged by and channelled through the CHs.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Although there are teething difficulties in some classrooms, the building as a whole provides a comprehensive range of facilities for study and relaxation. Teachers are well resourced and the library offers excellent facilities. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

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

Comments

T2 Two teachers do not have an English language teaching qualification which meets Scheme requirements.

T3 One teacher has a diploma in primary education with a specialisation in English and has completed a certificate-level course in the teaching of business English. She has long experience of teaching ESOL in the college and also teaches on Human Resource Management courses. The second has a first degree in European Languages and TESOL; however, there was insufficient evidence that the teaching practice component of this degree meets Scheme requirements for a TEFL-initiating qualification. Both teachers are supported by suitably qualified members of the academic management team. The rationales were accepted in the context of this inspection.

T4 The academic management team consists of the two curriculum heads and three senior lecturers (SLs), two of whom job share. The SLs provide academic management support but do not have line management responsibilities. One of the curriculum heads is TEFLQ and suitably experienced, as are the three senior lecturers. The second curriculum head does not have an ELT qualification.

T5 The curriculum head without an ELT qualification has a degree and is TQFE. Although she has considerable experience of teaching ESOL and of managing ESOL provision, she does not currently teach ESOL. Her primary responsibility within ESOL is to manage approximately half of the ESOL courses and teaching staff as well as related resources. She collaborates on a daily basis with the other curriculum head and is supported by a TEFLQ SL. The rationale was accepted in the context of this inspection.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated either to lower-level (ESOL 1) or upper-level classes (ESOL 2) on the basis of experience, expertise and teacher preference. Evidence was seen in PDR records that teacher requests to teach at a different level are also considered.

T7 ESOL has 11 dedicated classrooms on the same floor, but the allocation of other rooms is subject to central timetabling. This has not always taken account of the specific needs of ESOL students, particularly those at lower levels. Some classes have been required to change rooms in the course of a teaching block, and others have been assigned one of the relatively small number of 'open' rooms – that is, classrooms without a fourth wall which are subject to auditory and visual disturbance. Both teachers and academic managers found this situation to be unsatisfactory. Some classes are also taught by as many as four teachers. Students at lower levels are likely to find this very unsettling, especially if combined with movement from room to room. Teachers in the focus group also stated that teaching several different classes made communication with colleagues difficult and adversely affected their ability to get to know a class.

T9 The college does not operate a continuous enrolment system in the normal sense. However, at the start of the academic year there is period of some weeks during which unfilled places are offered to students on the register waiting list. Since induction is handled by class teachers, it is possible that students taking up these places will not receive a full induction, although support for latecomers is also provided during the first one-to-one guidance meeting.

T10 One of the SLs leads fortnightly informal lunchtime discussions for teachers, and there is at least one invited SQA development session per year. The college also holds an annual conference for ESOL teachers with invited speakers. However, teachers in the focus group expressed a wish for more ESOL-specific CPD.

T11 Based on the agreement between Education Scotland and the EIS, there is no monitoring of teacher performance through regular management observation. Teacher performance is therefore monitored by such measures as student retention rates and results and student feedback, any weaknesses being addressed through an action plan and practical support. The college does, however, encourage and support peer observation. In the academic year 2016–17, eight pairs of ESOL teachers – approximately 40 per cent of those teaching at the time of the inspection – had volunteered to take part in peer observations, for which time in lieu is allocated. No records, other than the date when an observation took place, are kept of the process or outcome of peer observations, but the PDR is an opportunity for a teacher to discuss their own action plan in relation to their teaching and, where appropriate, what they have learned from the peer teaching experience.

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 checked="" 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 There are very clear and detailed schemes of work (SoWs) consisting of weekly plans which include both SQA assessment and formative assessment. Courses as a whole provide a good balance between preparation for SQA assessment and the real-life needs of students.

T13 Course design is formally reviewed through course action and development meetings (CADMs) which are chaired by SLs. The CADMs review student attainment and withdrawal, consider student and staff feedback, and recommend actions for improvement. Separate meetings take place each block for lower level (ESOL 1) and higher level courses (ESOL 2).

T14 The student handbook contains course outlines. Information on courses also forms part of student induction.

T15 Study and learning strategies form a distinct component of the SoWs, and featured in some of the lesson segments observed.

T16 Evidence was seen that interaction with the world inside and outside the college is encouraged through a number of different initiatives, which include volunteering and interaction with other departments. Class educational

visits, although not a standardised feature of each course, were much appreciated by students who had taken part.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 All students seeking entry to daytime classes are tested at the point when they join the ESOL access register and re-tested in the college to ensure that they are still at the same level when they take up a place. Applicants for evening courses are tested at the beginning of the academic year.

T18 Students have an individual guidance session each block. Teachers' notes on these meetings are stored electronically. Any specific support needs are logged and can be seen by other teachers teaching the same student. Records are kept of examination results.

T19 All students are entered for SQA qualifications. Those who wish to apply for external general English qualifications are counselled as to the level they should take.

T20 SQA assessment criteria are described in detail in student handbooks.

T21 The college holds an annual awards ceremony when volunteers, mentors and interpreters are given certificates testifying to their contribution. Within ESOL, one student per level is given an award for outstanding performance (which can include overcoming difficulties). Reports and references can be provided on request.

T22 Students are given information on progression opportunities to mainstream courses within the college and a workshop is offered for students wishing to make UCAS applications.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	All – daytime and evening ESOL at a variety of levels.

Comments

EIS (the teachers' union) called a strike on one of the inspection days. Two teachers who were only scheduled to teach on this day were therefore not observed. One other teacher was not observed due to a timetabling error.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 generally sound knowledge and awareness of the use of English, but in a small number of cases the models provided for students through teachers' own speech and writing were unnatural or inaccurate.

T24 Lessons were based on detailed schemes of work and were clearly related to the general needs of students. However, lesson plans varied somewhat in the amount of detail and were often sketchy. In a small number of cases, no plan was supplied. There was very little profiling of individual students, other than reference to learning difficulties/special needs, and therefore little evidence in the plans that teachers had taken account of students' individual needs and cultural backgrounds.

T25 Most plans provided for a coherent series of learning activities leading to relevant outcomes. In some cases, despite the format of the lesson plan template which states 'students will be able to ...', learning outcomes were expressed as teacher aims. When lesson objectives were noted on the board, this was typically in the form of a content menu.

T26 Across lessons, a variety of appropriate teaching techniques was observed. These included nomination as a way of encouraging participation, elicitation, prompting and monitoring, and the use of games and activities which involved student movement. Most lessons included some form of review. There was insufficient concept checking, especially when teaching vocabulary, and when choral drilling was used there was frequently no follow-up on an individual level. In general, even in higher-level classes, the focus was on word and sentence-level accuracy and there were few opportunities for students to express their own ideas in their own words.

T27 Classroom technology was managed competently. Colour was used for highlighting. Whiteboard work was usually clear. Consideration was not always given to the arrangement of classroom furniture or where students sat, with a consequent effect on audibility and class dynamics. In general, however, pair work and small group work were used well, although on occasion the opportunity to break up groups of speakers of the same language was not taken. In better segments, group composition was changed. In a small number of cases, teachers spoke too quietly or too loudly. Teaching was often based on coursebooks, but normally supplemented with additional materials, including the teachers' own, which sometimes included visual materials and realia as both an aid to comprehension and a stimulus.

T28 Teachers monitored student language during pair work and group work, but in general a limited range of correction techniques was seen. Peer-correction was encouraged in some segments, but students were rarely prompted to self correct. There was some delayed feedback, but in a number of cases opportunities to defer correction of errors made in a fluency exercise were not taken. In some segments, sub-standard production was praised.

T29 Review activities served as a check on previous learning and most of the summative in-class language activity had an evaluative dimension. Some plans included provision for self-evaluation but only as a final stage.

T30 In general, class atmosphere was positive: teachers had established a good rapport and students seemed relaxed. Teachers were good at dealing with unpredictable attendance and integrating latecomers into activities, which required some flexibility. They were also good at grading their language to the level of the class. In some cases, early finishers were not catered for; in other segments, pace was a little slow. For the most part, however, students were clearly engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to just satisfactory, with the majority being satisfactory. Teachers demonstrated a sound understanding of the systems of English; lesson plans, though often limited, were clearly based on schemes of work, related to students' general needs and led to relevant outcomes; and technology was handled competently. There was a good rapport in most classes and learners were clearly engaged. More attention is needed at the lesson planning stage to individual needs and at the implementation stage to increasing opportunities for self-expression and responding to inaccuracies in students' spoken production.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Overall, the academic profile is sound. Programmes of learning are well designed and well managed. Teacher support takes a number of forms, but there is a recurrent issue concerning the lack of any management observation of teaching. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The health and safety advisor and the health and safety compliance officer, along with other members of the health and safety team are responsible for the safety and security of students. As part of integration (induction) staff have to take three online modules dealing with health and safety and students are also informed of the rules during their induction. Risk assessments of classrooms have been carried out and there is a risk control plan for the whole building. A business continuity plan (major incident plan) is in place. Entrance to the college is carefully monitored: security guards are on duty during the day and evening, visitors are required to sign in and there is CCTV throughout the college. Staff and students have swipe cards to enter all areas of the college, including classrooms. Fire drills are held twice a year and a record kept of evacuation times. A personal emergency evacuation plan (PEEP) is available for any disabled staff or students. There is a pool of trained first aiders.

W2 All staff are committed to providing appropriate pastoral care and students often approach their teacher if they need advice. Members of the student services team are conveniently based in the reception area; they provide support and guidance before and during a course and respond positively to any additional support needs. The ESOL 'help hub' is a drop-in service open once or twice a week where students can get practical help with bills, letters and forms. The college has a chaplaincy with representatives of all faiths, who provide one-to-one support to meet the spiritual and non-spiritual needs of the students. There is also a quiet reflection space for students.

W3 The named student services team also deal with more personal problems such as mental and physical health, emotional support, housing, financial guidance and dyslexia. Rooms are available for confidential discussions. When necessary students are referred to the college counselling service or to external support agencies.

W4 The equality, diversity and inclusion policy covers procedures for dealing with abusive behaviour. There is also a student bullying and harassment policy. Both policies give clear definitions and examples of unacceptable behaviour, and procedures to be followed when an incident occurs. ESOL students are given extra support in this area: respect workshops, which are held in class time, introduce students to the code of conduct and encourage them to recognise what is appropriate and inappropriate behaviour. The college also has a policy to address all its duties relating to the Prevent strategy.

W5 A 24-hour emergency number is not needed as students are already settled in the local community and have an established local support network.

W6 Travel information is not necessary as the ESOL students are exclusively from the local community.

W7 Appropriate advice is provided at induction, through the student handbooks and through the citizenship classes integrated into the curriculum. The student services team are always ready to deal with questions as they arise.

W8 As most students are established members of the local community they are already registered with a GP and understand their rights with regard to the NHS. Any newly arrived students are supported by the student services team. There is a first aid room in the college.

Accommodation profile

Comments on the accommodation seen by the inspectors

None.

Accommodation: all types

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

Comments

None.

Accommodation: homestay

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

Comments

None.

Accommodation: residential

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

Comments

None.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The student engagement officer is responsible for ensuring that ESOL students are aware of what events are available for them and for directing students to enrichment activities that are especially relevant to their situation; she visits classes to publicise events, clubs and societies. Information is also displayed on classroom noticeboards, on social media and on the Students' association area of the website.

W27 All students are automatically members of the Students' association. The college student engagement manager oversees the work of the student engagement team and the Students' association. The teams collaborate to provide access to a range of clubs and societies. There is also a programme of fitness activities, which take place in the new gym. ESOL students have participated in the sports activities and joined several clubs.

W28 There are risk assessments in place for the gym and for the sports activities. The class outings (see T16) have also been risk assessed and additional guidance is provided for those supervising the events.

W29 All sporting activities are supervised by qualified coaches.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are very well met. A proactive approach is taken by the student engagement team and the students' association staff, who provide information on the clubs, societies and sporting events available, and carry out risk assessments to ensure the safety of students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					

The college accepts students aged 16/17 on adult ESOL courses, but there are normally very few students of this age. At the time of the inspection there were four ESOL students under 18 enrolled on adult courses. They are studying examination-preparation courses in evening classes. Three of them, who are UK residents, are attending secondary school during the day. The fourth student is from the EU.

In Scots legislation the definition of an adult is given as 16 or 18 depending on the particular Act being consulted. In the Children (Scotland) Act 1995, a child is defined as a person who has not reached their sixteenth birthday. However, the Protection of Vulnerable Groups (PVG) (Scotland) Act 2007, section 97.1 defines a child as 'an individual under the age of 18'. This is also the age recommended by Education Scotland and the Scottish government for use in college safeguarding policies. The comments in this report are based on the PVG definition, which the college uses in its safeguarding policy.

C1 The safeguarding policy is for all children, young people and adults at risk; children and young adults are defined as 'anyone under 18 years of age.' The separate safeguarding procedure document describes the appropriate response to abuse against these groups. The College Lead, Safeguarding is the student experience director. She is named on the organogram of the student experience directorate. There are a number of named safeguarding coordinators across the college, including one for each curriculum area. The policy is regularly reviewed and updated.

C2 The full policy and procedures are available on the college intranet and a shorter version has been developed for staff. Working in partnership with Colleges Scotland, the colleges development network (CDN) has provided a range of workshops and information sessions on safeguarding, and a safeguarding conference is held annually. The College Lead, Safeguarding participates in these events and then ensures that staff are aware of their safeguarding responsibilities. All college staff follow an online CDN safeguarding programme as part of their essential training.

C3 In the student support area of the website a section entitled 'Your safety' gives a brief description of safeguarding procedures. The full policy is available in another area, but in some cases the language might not be accessible to the parents/guardians of ESOL students.

C4 Most requirements for safer recruitment are in place and all staff have PVG checks. Although referees are now asked whether there is any reason why an applicant should not have responsibility for or substantial access to students under 18, applicants are not informed of this before they apply.

C5 Details of students under 18 are available on the college database, but they are not routinely made known to the academic management team. Teachers are aware of under 18s in their classes because registers include students' ages, but they do not tell them about safeguarding or give them any special consideration.

C6 As students who have reached the age of 16 are regarded as adults, the college does not accept responsibility for them when they are not in college. Although guidance supplied to staff taking students on educational visits states that 'young people (U18) require an extra duty of care', risk assessments do not require ages to be given except for students under 16. Parental consent forms are only completed for students under 16.

C7 The college does not arrange accommodation for ESOL students. The four students present at the time of the

inspection were living with family members.

C8 Students provide next of kin details on the application form. These include the relationship to the student. This information is entered on the database and is accessible remotely. The college does not give parents or guardians a 24-hour contact number because as members of the local community they are familiar with the local emergency services. This is judged to be acceptable.

Care of under 18s summary

The provision just meets the section standard. There is a safeguarding policy and staff have received training and have PVG checks, but as the college regards 16/17 year-olds as adults there is little supervision of students inside and outside the college.
