

Organisation name	Edinburgh College
Inspection date	22–26 October 2018

<b>Section standards</b>	
<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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weakness in S1 has been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Edinburgh College in October 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>The large English language teaching department of this college of further education offers courses in general English and ESOL/ESOL for citizenship for adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, course design, learner management, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Edinburgh College provides a wide variety of vocational and academic courses at four campuses around the city: Sighthill, Milton Road, Granton and Midlothian. There are approximately 23,000 students, with about 4,000 originating from outside the UK (3,000 EU and 1,000 international).

College-based ESOL, originally an academic department and then in the International Centre, is now in the Faculty of Tourism, Hospitality and Business. It is managed by two curriculum managers assisted by three curriculum leaders, who have a quality enhancement brief.

There are some 1,000 full-time and part-time ESOL students with most of them coming from mainland Europe, particularly Poland. Most of these students are already resident in Edinburgh and are classed as home students in terms of fees, funding, safeguarding and support. The international centre only deals with non-EU international students.

Meetings were held with the principal, the assistant principal, international and commercial, the head of faculty, tourism, hospitality and business, the head of curriculum planning and performance, the marketing manager, the international business manager, the quality enhancement manager, the head of resources and facilities, the student experience manager (recruitment and admissions), the head of student experience, the health and safety manager, the facilities manager, the accommodation officer, the two curriculum managers, college-based ESOL, a learning support advisor and the student association vice president responsible for leisure.

Focus group meetings were held with teachers at Sighthill and Milton Road and there was a student focus group at Sighthill. Of the 40 teachers timetabled during the inspection, 39 were observed; one could not be observed because of an unforeseen timetable change. One inspector visited three homestays.

## Address of main site/head office

Edinburgh College, Sighthill Campus, Bankhead Avenue, Edinburgh EH11

## Description of sites visited

College-based ESOL is delivered at two of the four campuses, Sighthill and Milton Road (24 Milton Road, Edinburgh EH15 2PP). The former is a large campus with mainly modern buildings situated to the west of the city centre near the tramline to the airport. Milton Road is a smaller, modern campus located in the eastern suburbs. Both campuses have extensive facilities for leisure, relaxation, sport and catering for students. There are large offices for staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The bulk of the provision is ESOL and general ELT courses for adults (16+). In addition, there are also a number of English Plus courses (lead department ESOL), where the language study provided is supplemented by study 'tasters' in the business, IT or hospitality departments, and 'serviced courses' where the three subject departments lead with input from their own subjects supplemented with ESOL input. There are also year-round courses for 16 and 17 year-olds who have struggled in the Scottish education system because of poor language skills. These courses include work placements, as do some 20 per cent of the other courses. There are examination preparation elements in most classes; some are explicitly preparing students for IELTS and UK exam board examinations; others incorporate Scottish Qualification Authority (SQA) assessments and, at higher levels, national exams. There is a limited amount of English for academic purposes and teacher development courses for non-native speakers often contain a language improvement element. There is a six-week general English summer school, for both individual students and closed groups. Individually-designed courses are delivered in Edinburgh and elsewhere.

## Accommodation profile

Normally college-based ESOL students live with their families or in other private accommodation. Homestay accommodation, half board or self-catering, is available for international, summer school and group students. The accommodation is situated near bus or tram routes. There are about 50–60 providers on the college register. Three homestays were visited.

Occasionally groups request alternative accommodation in halls of residence, student flats or hostels. This can be arranged and the accommodation is visited before being recommended.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management of the college is responsive and effectively targeted. Staff management and development is of a good standard and the college has sound ELT quality assurance systems. Student administration operates effectively. Publicity is informative and comprehensive, but contained some flaws. *Strategic and quality management* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. Premises, facilities and learning resources all support and enhance the studies of students, and provide a professional environment for staff. The college campuses are convenient and well maintained, and provide a pleasant general environment. The classrooms are well equipped though some are rather small. There are a number of food outlets available to college students, as well as other leisure facilities. Learning resources, in terms of facilities, equipment and materials, are of a high standard. *Learning resources* is an area of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are well qualified, generally experienced and well supported by their academic managers and administrators. The courses are well organised, resourced, and reviewed in the light of feedback. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed easily met the requirements of the Scheme. *Academic staff profile, Course design, Learner management and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for at departmental and college level in a safe and secure environment. They are provided with sufficient information relevant to their needs and are encouraged to take part in college and local leisure opportunities. Homestay accommodation is managed efficiently. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. The college is very aware of the importance of safeguarding under 18s, but the safeguarding policy does not include all the required information.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services	Strength

offered. Appropriate action is taken and recorded.	
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.	Strength
<b>Comments</b>	
M1 The college's goals and values are incorporated in its five-year strategic plan (2017–2022), a document clearly developed with staff involvement.	
M2 The strategic plan is based on 19 actual projects to anchor it in reality. Three of these projects (learning and teaching assessment, the digital strategy and the staff academy) clearly involve the English language teaching activities. The strategic objectives inform annual operational plans that are aligned with Scottish Funding Council imperatives.	
M5 Student feedback is obtained in a number of effective ways. There is a class representative system with regular ESOL and college-wide meetings. Representatives are trained in the skills needed for such meetings. There are three college-wide surveys, soon after induction, in the middle of the year and at the end. The ESOL department also organises mid-semester 'periodic reviews'.	
M6 Staff feedback is collected effectively through departmental self-evaluations that are incorporated in faculty and college-wide self-evaluations; through the 'Enhance' continuing professional development (CPD) interviews; and there is also an anonymous system for reporting issues that leads to a regular 'You said, we did' document'.	
M7 Very thorough review is done through the 'How good is your college' evaluation built on course team, department and faculty self-evaluations. This evaluation mirrors the criteria applied by Education Scotland in their regular college inspections. This college-wide evaluation is parallel to a similar evaluation against British Council criteria carried out within ESOL.	
<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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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.	Not 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.	Strength
<b>Comments</b>	
M9 The generic lecturer job description suggests that a teaching qualification is desirable rather than obligatory. A number of job descriptions were undated. Others had not been reviewed for a number of years pending the outcome of negotiations with the relevant trade unions.	
M11 Induction is very thorough with an induction day, academic orientation and access to an induction portal on the college's virtual learning environment (VLE). There is an extremely comprehensive checklist to record the progress that has been made through the various induction stages.	
M12 There is no formal appraisal system but a number of aspects of appraisal are covered by the 'Enhance' system (see below). There is a staged and, as far as possible, supportive set of procedures for handling unsatisfactory performance.	
M13 Staff meet their line managers under the 'Enhance' system at least once a year to discuss previous and future CPD activity. Activities include external and internal events. Teachers reported that there was a good balance between the generic and specific training provided in two 'administrative' weeks at the beginning of the academic year and two at the end, with a number of 'faculty days' in between.	
<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
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.	Not 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.	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.	Strength

#### Comments

M14 Staff were extremely helpful and courteous with students, who reported very positively on this aspect of their college experience.

M18 Some student records either had no emergency contact details or had the student's own mobile number as the emergency contact.

M21 The college has a comprehensive but linguistically dense policy. The ESOL department has produced a simple, step-by-step, version of this. There was evidence that the few complaints that had been made had been thoroughly followed up and all action and decisions taken had been recorded.

<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.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The college's primary media for publicity are its website and social media. There is also a print brochure.

M25 Information on refunds is difficult to find. The website was amended to simplify access to this information during the inspection. This is no longer a point to be addressed.

M28 Staff are described as well qualified. Not all of them are. The description was removed from the web pages during the inspection. This is no longer a point to be addressed.

### 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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Not 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

P1 The premises in which ESOL is taught are modern and purpose-built. They are in a good state of repair and well maintained with annual renovations in different areas.

P2 Classrooms are generally suitable but on the Milton Road campus are too small for the stated maximum class size. Their size does not allow suitable arrangement of the furniture for language teaching and the types of tables used are not easily rearranged.

<b>Learning resources</b>	<b>Area of strength</b>
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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.	Strength

### **Comments**

P9 All classrooms have interactive whiteboards and teachers reported that IT staff were quick to remedy any problems. The ease, confidence and appropriateness of the use of classroom technology by teachers indicated that they had been well trained.

P10 There is a good range of facilities available. These are the libraries, which have ESOL sections with course and reference books and graded readers with study and computer spaces, and the virtual learning environment (VLE).

P12 Review of teaching and learning resources is included in the 'How good is my college?' system. Staff and student feedback informs choices that are made. Publishers visit from time to time to showcase new materials and teachers are encouraged to pilot new courses. There is a generous budget for the acquisition of new resources.

## **Teaching and learning**

<b>Academic staff profile</b>	<b>Area of strength</b>
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

### **Comments**

T2 Over 75 per cent of the teaching team are TEFLQ. One teacher is not qualified. A rationale was submitted for her and was accepted within the context of this inspection; the teacher had considerable experience of the type of teaching she was asked to undertake.

T3 The team has a great deal of experience in the types of courses offered by the college.

T4 The two academic managers are both TEFLQ and have considerable relevant experience.

<b>Academic management</b>	<b>Area of strength</b>
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**

T10 Collective agreements with the trade union do not allow teachers to be observed by their managers. To mitigate this situation, the ESOL department has instituted a system of mandatory peer observations. After these have taken place, action plans are drawn up and these feed into the 'Enhance' system.

**Course design and implementation****Area of strength**

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Strength

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.

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.

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.

Strength

**Comments**

T11 The SQA has certain requirements for courses it sponsors in areas such as citizenship and improved employability. These and the ESOL department's awareness of the needs of its students inform the design of the course. SQA materials, coursebooks and in-house materials are then chosen to help achieve the outcomes specified in the design.

T12 The course review process is thorough and efficient. Course teams meet to review the courses' design three times a year as the first stage in the 'How good is your college?' process.

T16 All courses include project work class trips that are integrated into the courses' design. A number of courses include work placements and those run in conjunction with subject departments within the college include study in the subjects taught there.

**Learner management****Area of strength**

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Strength

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Strength

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

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**

T17 The college uses a bank of effective placement techniques. Placement materials from ESOL Scotland are used together with in-house materials. Very few students need to change class. Staff are given standardisation training for interviews and other placement activities.

T18 There is a wide range of devices used to assess how students are progressing. Individual learning plans (ILPs), progress tests, SQA unit assessments and mock tests for exam class students are all used in the assessment and recording of progress made.

T19 The teachers provide the first line of support for students. If they need to, they direct students to the wide range of student support services available within the college. At the time of the inspection, students with visual and hearing impairment and with dyslexia were studying successfully with the aid of these services.

**Classroom observation record**

Number of teachers seen	39
Number of observations	39
Parts of programme(s) observed	All those running at the time of the inspection.

**Comments**

One teacher could not be observed because of an unforeseen change of schedule.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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.	Strength

**Comments**

T23 Teachers demonstrated sound knowledge of the systems of English and provided good models of the language. There were good demonstrations of structures at a number of levels and there was some excellent work on pronunciation, but occasionally, in an effort to clarify spoken forms, stress was distorted and weak forms and linking devices were omitted.

T24 Course objectives were clear in all cases and class and individual profiles showed a high awareness of learning needs and the variety of cultural backgrounds. Lessons demonstrated this awareness and differentiation was handled well.

T25 Learning outcomes were made clear at the beginning of and sometimes during lessons, although occasionally they were written as teaching rather than learning aims. Very often a stimulating and innovative approach to introducing learning outcomes and topics was taken. There was a coherent sequence of tasks that reinforced each other. Staging was good with many teachers explaining why they were doing what they were doing.

T26 A wide range of varied, effective and stimulating teaching techniques was seen. These included elicitation, prompting, instruction checking and often the use of concept checking. Lessons were dynamic with pairs and groups being reformed to allow students to mix and mingle. Quite a lot of revision was seen, as the observations were in the week after a mid-term break; often this was done by using well-designed quizzes.

T27 Interactive whiteboards were used competently and confidently. There was a good balance of coursebook and in-house materials, which were of a very high standard. Pairs and groups were carefully planned and generally successfully exploited, though the difficulty of re-arranging the furniture in some Milton Road rooms detracted to some extent from the success.

T28 Although occasionally opportunities for correction were missed, in general there was excellent teacher, peer, self and delayed correction of spoken language and careful marking of written work using a marking code. There was sensitive monitoring and well-judged use of praise that avoided hyperbole.

T29 Feedback to students on tasks was prompt. The length of the tasks varied appropriately by level.

T30 Teachers used nomination and personalisation and a variety of tasks and formats to engage students; they listened to and valued students' contributions and their readiness to explain the reasons for doing activities was a motivating factor. Students clearly enjoyed working together and supported each other. The positive learning atmosphere was strengthened by a good pace to the classes and the frequent use of humour.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and was of a high standard overall. The majority of segments observed were good or excellent and a small number were satisfactory. Knowledge of English in use was sound and teachers mostly provided effective models. Materials selected promoted learning and were appropriately adapted or prepared for the group. Staff had a clear understanding of the outcomes they wanted for their students, and although these were shared with the students, they were not always reviewed. Teachers demonstrated a range of techniques which supported their students' learning. Classroom resources were used effectively. Teachers were sensitive to individual and whole class needs, which resulted in a relaxed classroom atmosphere, and created a positive learning environment with a high level of student engagement. This was reflected in positive student comments.



## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength

### Comments

W1 The health and safety manager oversees all aspects of safety and security on the premises to ensure that the necessary measures are in place. He is supported by a team of three staff and by security guards. Fire Marshalls have received training.

W2 The college has an incident management team and a detailed, well-thought-out plan has been prepared to respond to a wide range of emergencies on and off-site. The plan is reviewed regularly and made known to all students and staff.

W3 Students benefit from a very good level of pastoral care. Initially students turn to their tutor if they have personal problems; academic tutorials include a pastoral focus. Once a problem has been identified students are referred to one of the many support services in the college. Group students and summer school students are well supported by the international team. Teachers are aware of the 16 and 17 year-olds on adult courses and monitor their attendance carefully.

W4 Promoting positive behaviour, college values, and the importance of respect is an integral part of the college ethos. The anti-bullying and harassment policy gives guidance to staff and students as to what constitutes unacceptable behaviour and the procedures which follow an incident or persistent bad behaviour. The policy is introduced at induction and a simplified version is included in student handbooks. Prevent duty is included in the safeguarding policy.

W8 Student handbooks provide clear information about the NHS. The college has sufficient first aiders so that support is readily available at all times. Staff in the international/ESOL department have recently been trained as first aiders and are able to accompany students to appointments if necessary. There is a well-equipped first aid room on both sites.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
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

All criteria in this area are fully met.

<b>Accommodation: homestay only</b>	
W16 Homestay hosts accommodate no more than four students at one time.	Not met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

W16 In the publicity it was stated that more than four students could be accommodated in exceptional circumstances.

<b>Accommodation: other</b>	
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.	Met

#### Comments

All criteria in this area are fully met.

<b>Leisure opportunities</b>	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

#### Comments

W26 Risk assessments for most events are venue specific and are regularly updated in response to suggestions made by social programme organisers. However, it was not clear whether all the activities organised by the student association had been risk assessed.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Not 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.	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

Over the two campuses there were 27 students under 18 at the time of the inspection; they were enrolled on adult courses. In the peak week of the summer school 2018 there were 72 students in total, with almost 50 per cent being aged 16 or 17.

S1 The safeguarding policy deals thoroughly with most of the requirements for this criterion and is regularly reviewed and updated. However, although the names of the safeguarding team are given in the policy, the position of the DCPO is not mentioned and suitable cover arrangements for her are not in place. Delayed suitability checks happen rarely and when they do the HR department ensures that the correct procedures are followed, but the safeguarding policy does not include guidance on dealing with this situation.

S2 All staff and homestay providers are very aware of the safeguarding policy and have completed online basic awareness training. At the time of the inspection only one member of staff had completed the required training for a DCPO. The inspectors were informed after the inspection that five members of staff had completed specialist training for child protection lead officers in Scotland (similar to English level 3/specialist.) Their certificates were submitted to the inspectors. This is no longer a point to be addressed.

## 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	1991 (Stevenson College Edinburgh)
Last full inspection	2014 (Edinburgh College)
Subsequent spot check (if applicable)	March 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	May 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	An initial English language teaching qualification.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Bespoke courses outside the UK.

## State sector

Type of institution	Further Education College
Other accreditation/inspection	N/a Education Scotland

## Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

## Student profile

ELT/ESOL students (eligible courses)	At inspection	In peak week: October (organisation's estimate)
	At inspection	In peak week

Full-time ELT (15+ hours per week) 18 years and over	526	526
Full-time ELT (15+ hours per week) aged 16–17 years	19	19
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	408	408
Part-time ELT aged 16–17 years	5	5
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>958</b>	<b>958</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–72	16–72
Adult programmes: typical length of stay	1 year	1 year
Adult programmes: predominant nationalities	Polish, Spanish	Polish, Spanish

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	38	38
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	34	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

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

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
Both academic managers teach a limited number of teaching hours each week.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	31
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/ESOL qualification	1
Total	38
Comments	
The TEFLQ academic managers also teach.	

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	20	0
Private home	0	0
Home tuition	0	0
Residential	0	0
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	426	24
Staying in privately rented rooms/flats	488	0
<b>Overall totals adults/under 18s</b>		
	934	24
<b>Overall total adults + under 18s</b>	958	