Inspection report

BRITISH COUNCIL

Organisation name	Global School of English, Edinburgh
Inspection date	2–3 July 2015

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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, documentary evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.

Summary statement

The British Council inspected and accredited Global School of English Edinburgh in July 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the area of accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	August 2011
Last full inspection	August 2011
Subsequent spot check (if applicable)	August 2012; August 2013
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Glasgow School of English; Hamilton School of English
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	July 1998
Ownership	Private company
Other accreditation/inspection	Education Scotland

Premises profile

Address of main site	45 Frederick Street, Edinburgh EH2 1EP
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	At the time of the inspection, the school had just relocated to new premises. These are on the second and third floors of a converted town house in the New Town area of central Edinburgh. There are other tenants in the building sharing the common stairway from ground level. The entrance door to the school premises leads to a self-contained area on two levels. On the lower level there are two classrooms, a reception area, a staffroom, a student lounge, and male and female toilets. The upper level has four full-size classrooms, and two smaller ones.

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	28	59
Full-time ELT (15+ hours per week) aged 16–17 years	11	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	6	4
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	45	78
Minimum age	16	16
Typical age range	16–65	16–58
Typical length of stay	6 weeks	4 weeks
Predominant nationalities	Italian, Spanish	Italian, Spanish
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	8	9
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	5

These figures   exclude   the academic manager(s)

Comments
The academic manager is TEFLQ. She does not have a regular, timetabled teaching commitment.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Students aged 16 or 17 can be enrolled on adult general English courses. One-to-one courses are run on request, usually to provide supplementary tuition for students on the general English programme. Courses provide 22, 15, or seven and a half hours of tuition depending on the options chosen by students. The basic 15 hour per week programme takes place in the mornings, with students following the 'intensive' 22 hour programme also having classes in the afternoon. Part-time students may enrol for just the afternoon classes.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	11	6
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
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	23	3*
Overall totals adults/under 18s	34	11
Overall total adults + under 18s	45	

*these three students were 17 year olds whose accommodation had been arranged by their parents.

Introduction

The Global School of English is one of three accredited providers owned by the same family-run company. The Glasgow School of English was the first school to be set up by the company, and the Edinburgh school was originally accredited as an extension of the Glasgow school. It has been separately accredited since 2011. The company also operates the Hamilton School of English, which runs junior and group courses.

At the time of the inspection, the school had just relocated to new premises in Edinburgh city centre.

The inspection lasted just under two days. In this time the inspectors had meetings with the three directors of the company together and separately (all the directors play an active operational role in different areas). They also met the centre manager/director of studies (DoS) and the administration officer, who between them cover all areas of the day-to-day management of the school. Meetings were also held with the teachers and with a group of students. All of the five teachers were observed, and one inspector visited two homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐

Criteria	Not met	Met	Strength	See comments	N/a
M7 Induction procedures	☐	☒	☐	☐	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 At company level, the management structure is quite complex because the three directors all have responsibilities in relation to each of the schools. However, in relation to the Edinburgh school the two on-site managers are able to refer to specific directors as appropriate. Continuity is ensured by drawing on members of staff from the Glasgow school to provide cover for absences.
M3 Job descriptions are in place for the two Edinburgh managers, though both need updating to reflect the range of responsibilities they carry.
M4 Communication channels between the two local managers and between the local managers and the directors are largely informal, but they are effective given the small number of people involved.
M8 An appraisal procedure is in place; appraisals of both local managers were due at the time of the inspection.
M9 Although there is no formalised professional development policy in place, there was clear evidence that training has been provided for both managers and teachers in a number of areas, including support for the upgrading of qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☒	☒	
M13 Student records	☐	☒	☐	☐	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Conditions and procedures	☐	☒	☐	☐	

Comments

M10 The administration officer is responsible for overseeing and implementing all aspects of student administration, as well as student welfare and accommodation at local level. Extra support is provided at peak times, but the work load needs to be monitored.
M12 Enrolment procedures are handled effectively and thoroughly. A good rapport is developed with agents and students booking directly, to ensure that all required information is obtained and recorded.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☒	☐	☐	☒	
M20 Complaints	☐	☒	☒	☒	☐

Comments

M18 Student feedback is collected both initially and at the end of a course. Returns are high and they are collated and analysed effectively. Follow-up action is clearly identified and a record of this is kept.
M19 There are no formal mechanisms in place for collecting feedback from staff.
M20 The complaints procedure is clearly set out in accessible language. Complaints are systematically logged, and follow-up action is clearly recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course description	☐	☒	☒	☒	
M24 Course information	☐	☒	N/a	☒	
M25 Cost	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

Publicity consists of a website and flyers translated into a number of languages. Extensive use is also made of social media.
M21 The language used is generally accessible and accurate. There are some examples of intrusive apostrophes (e.g. CD's).
M22 Overall the publicity gives rise to realistic expectations about the services and facilities. In some cases photographs on the website need to be captioned to make it clear to potential clients exactly what is pictured.
M23 Very thorough and clear course descriptions are provided.
M24 All required information is provided except for an indication of non-teaching days. Some information (e.g. the minimum enrolment age) is only provided in the FAQ section of the website and should be more prominent.
M25 All costs are given, but the charge for coursebooks is only specified in the FAQ section of the website.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students, and in accordance with its publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation facilities	☐	☒	☐	☐	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staff room(s)	☐	☒	☐	☐	☐

Comments

R1 The new premises provide a comfortable and professional environment for staff and students with good circulation space.
R2 The actual school premises are in excellent decorative condition and are well furnished. Access to the school is through an entrance hall shared with other tenants, and up two flights of communal stairs. These are less attractive and in some areas not effectively cleaned.
R3 Classrooms are well furnished and equipped with comfortable chairs and tables offering flexibility of layout. The "whiteboards" are large areas of specially painted wall which provide an effective space for teachers to use.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
R10 Self-access facilities	☐	☐	☐	☒	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☐	

Comments

R7 The school has a good stock of print materials and, at the time of the inspection, was about to make available to students a customised set of online materials for access in and out of class.
R9 Coinciding with the move to new premises, the school has made a considerable investment in technology, with computers and large screen monitors being installed in every classroom.
R10 There are no specific self-access facilities, though the student common room does have five computers available for student use with information about websites that can be accessed for specific areas of language development.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T4 The DoS is TEFLQ and has good experience relevant to the provision.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Support for teachers	☐	☒	☐	☐	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T7 At the time of the inspection teachers were timetabled with a single class for the morning sessions, and the afternoon sessions were taught by a single teacher for a period of 12 weeks. The DoS is considering the possible benefits of providing students with contact with a wider range of teachers during their course.
T9 Useful guidelines have been developed for teachers on managing the consequences of continuous enrolment. This is such a significant feature of the work of the school that there is scope for further action in this area.
T11 Teachers are observed regularly. Evidence was seen of perceptive and constructive feedback.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☐	

Comments

T12 General English courses are based around the *Common European Framework of Reference* (CEFR) and 'can do' statements have been developed for each level. In some cases, especially at lower levels, these need to be specified more closely.
T14 Weekly schemes of work are posted in classrooms. However, these are not presented in terms helpful to students, and are often handwritten and difficult to decipher.
T15 Study and learning strategies are included in classes on an ad hoc basis. Students would benefit if these were formalised and a parallel syllabus to the language/communication areas from the CEFR were developed.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T18 A weekly progress test is administered and results are entered on student records to create an overview of progress.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English; IELTS preparation.

Comments

A one-to-one class scheduled for the first day of the inspection could not be observed because the student asked for the class to take place off site.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☐	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☒	☐	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☐	☒	

Comments

T24 Overall, teachers were able to adapt their language effectively to the level of the students. In the weaker lesson

segments observed, the teacher spoke slowly and unnaturally, providing an inappropriate model of the language.

T25 While relevant in a general sense, the content of most lessons observed did not focus on the specific needs of the students in the class.

T26 Activities in most classes observed contributed to the overall aims of the lesson. In the weaker segments observed, the coherence was less obvious.

T27 Classroom management was generally effective, but in two segments observed pairwork activities were set up ignoring a 'spare' student who was left over when pairs had been formed. Boardwork was generally a strong feature.

T28 Teacher performance in this area was very varied. In the stronger segments teachers displayed a wide variety of effective techniques, involving and challenging the learners; in the weaker segments students were given little space to contribute, and teaching techniques were limited.

T29 Student engagement reflected the teaching noted in T28. In the stronger segments, students were actively engaged; in the weaker, some were clearly off task.

T30 Most teachers involved the students and created a positive learning atmosphere; in the weaker segments observed there was a lack of pace and variety that meant that students struggled to remain involved. Rapport was generally positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme. A wide variety of teaching was observed ranging from excellent to just satisfactory; the majority was satisfactory or better. All teachers had a satisfactory knowledge of the linguistic systems and had produced full lesson plans, but more support is needed to help teachers to focus their plans on the specific needs of their students. In relation to the other criteria, the student experience varied considerably from class to class. There were strong segments where students were challenged and engaged, and weaker segments where lessons were not well paced, and students struggled to remain engaged. Classroom management also varied, but most teachers made good use of the whiteboard. Rapport between students and the teacher was generally positive.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure that in general terms their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. There were wide variations in the teaching observed but overall it met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☒	☐	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☐	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☐	
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 Procedures for ensuring the safety and security of students are generally clear and satisfactory. The fire alarm system for the school is operative as are smoke alarms. The inspectors had serious concerns, however, about the system itself. Inspectors were informed that the school alarm system was wired for the school alone and that the ground and first floors (occupied by different tenants) had separate systems. In the event of a fire on the ground or first floors of the building, notice of a fire would depend on the smoke alarms in the school being sufficiently sensitive to allow for timely and speedy evacuation. The school was not made aware of this until after the move into the new premises.

W2 The student handbook lists the names of people who should be contacted for a variety of reasons. Students in the focus group were aware of who to contact. A small classroom which is intended as a study room can be used as a prayer room.

W4 Information about bullying is contained in the student handbook and on posters to be found in each classroom and on the main notice board. It is also dealt with at induction. The handbook contains a clear definition of what

bullying means as well as what to do about it for both staff and students.

W5 The emergency number is provided in the student handbook, and on notice boards; students in the focus group were aware of what it was.

W7 Comprehensive information is provided through pre-arrival information, induction and the student handbook about all aspects of this criterion except for procedures in case of arrest by the police.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay and residential accommodation are the two main options. Links to hotels and guest houses are provided but these are not arranged by the school. One inspector visited two homestays chosen at random from the list and one residence run by an independent company. Another residence normally used by the school was not available for inspection. Both residences were expecting students from the school the following week.

Both homestays visited presented welcoming, attractive and comfortable places to stay.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☒	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 All accommodation inspected comfortably meets this criterion. Information from the school, which both homestays declared they had seen, was detailed about what was required.

W10 A clear checklist provides the school with all the information it requires. Records of inspections were seen and the two hosts the inspector visited spoke warmly of the information provided and the support provided. Risk assessment guidance is provided with examples of how to implement it.

W11 Clear evidence of re-inspection in the form of records was seen; records showed a pattern of regular visits, more frequently than is required by the criterion and clear updates of information are kept.

W12 Detailed information about homestays is kept on file and on a database. These were found to be up to date and comprehensive.

W13 Exemplary and detailed information is provided prior to arrival about getting from the airport to the student's accommodation and from there to the school; it is complete with maps, bus numbers, costs and relevant websites. All other information required is equally well thought out.

W14 Students are asked in the first week about their accommodation. Any problems are recorded, as is the action taken.

W15 Both residences used by the school provide self-catering accommodation.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 Information provided by the school to the homestays is clear, comprehensive and detailed.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments

W22 The one residence visited provides weekly cleaning of public areas within each flat, a change of bed linen and towels. Students are naturally expected to clean their own rooms.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

W24 Information is available about the implications of taking on leases on private flats.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☐	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 There is a wide mix of local activities and visits organised for students. These are well publicised through notice boards as well as "round the class" promotion. The visits are mainly local and can be accessed by public transport or on foot to take advantage of what Edinburgh has to offer. Information and booking facilities are provided for other longer excursions to places outside Edinburgh run by well-known local organisers. There was evidence that student requests for particular activities had been responded to.
W28 There are simple but adequate risk assessments for both on and off-site activities. Records of these were seen but they had simply been initialled by the accompanying staff member rather than including the full name.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Arrangements for the care of students are generally well handled, although there is a concern about the fire alarm system which requires urgent attention. *Accommodation* is an area of strength. Leisure opportunities and organisation are entirely appropriate. Overall, the provision works well to the benefit of the students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐

Report expires 31 March 2020

C8 Contact arrangements	☐	☒	☐	☒	☐

Comments

C1 The safeguarding policy and procedures are appropriate and there is a nominated responsible person.
C2 Staff and homestay hosts are made aware of the policy and procedures, and hosts visited declared they had been briefed about these. School staff also had been made aware of procedures through a training session and had been provided with the policy.
C3 Publicity gives a description of the level of care in the frequently asked questions section, but the language used is in need of appropriate simplification.
C5 All staff had been vetted through the Protecting Vulnerable Groups (PVG) scheme, managed by Disclosure Scotland, as had the hosts visited. All hosts had been made aware that this is required but not all had completed the process.
C6 Students under 18 are made aware that they are accepted onto adult courses and overall this criterion is met. There are clear rules for all students but no special rules or guidance for under 18s, apart from information to homestay hosts giving a curfew time of 23.00.
C7 All under 18s are lodged in homestay accommodation. In general the information provided to hosts is well thought out and those visited were clear about their responsibilities. As noted above, however, there is no specific guidance on hosting under 18s apart from the 23.00 curfew.
C8 All records sampled showed that contact details in both directions had been provided and recorded.

Care of under 18s summary

The provision meets the section standard. With the exception of the need to expand guidance for under 18s and their hosts on student safety and security out of lesson times, the provision works well to the benefit of the students.