

Organisation name	Perth College, UHI
Inspection date	7-8 October 2014

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.

Publishable statement

The British Council inspected and accredited Perth College in October 2014. 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 <http://www.britishcouncil.org/education/accreditation> for details).

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

Strengths were noted in the area of care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	May 1999
Last full inspection	November 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2013
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	N/a

State Sector

Type of institution	FE/HE institution, partner of UHI for HE provision, partner of UHI Region network for FE
Other accreditation	N/a

Premises profile

Address of main site	Crieff Road, Perth PH1 2NX
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	Pathways Learning Centre, South Street, Perth
Inspectors' note of sites inspected	The college comprises three modern purpose-built buildings on a very attractive campus on the outskirts of Perth. The language school, where the ELT operation is located, is on one floor of one of these buildings. Classrooms are grouped together, with the staff base at the end of the corridor on the same floor. At the time of the inspection, work was in progress to extend one of the canteens.

Student profile

	At inspection	In peak week (November to June)
Of all international students, approximate percentage on ELT/ESOL courses	7%	7%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	140	140
Full-time ELT (15+ hours per week) 18 years and over	109	109
Full-time ELT (15+ hours per week) aged 16-17 years	4	4
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	27	27
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	16	16
Typical age range	17-59	17-59
Typical length of stay	9 months	9 months
Predominant nationalities	Polish, Bulgarian, Spanish	Polish, Bulgarian, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
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	10	10
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10-19 hours/week	4	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	7
Certificate-level ELT/TESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	10

These figures include the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
During the academic year, most students take a full-time course of 18+ hours per week, with one-to-one provision available for students who need additional support. At the time of the inspection, an English for Employment course was running, with a relatively low uptake, and evening classes were taking place on three evenings per week. Summer courses are offered during July and August. The minimum age for both summer and year-round courses is 16.

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	5	
Private home	6	
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
<i>Staying with own family</i> [college records for adult students do not distinguish between those staying with family and those in private accommodation]	125	4
<i>Staying in privately rented rooms/flats</i>		

Introduction

As well as fulfilling a further and higher education role, Perth College is part of a network of 13 institutions in northern Scotland which forms the University of the Highlands and Islands (UHI), established in 2011. As an FE college, it caters for over 9,000 FE/HE students and has almost 300 teaching staff. There is a wide range of mainstream course provision. ESOL is provided through the language school.

At the last full inspection, the language school was line managed by the director of the international centre. It now forms part of the curriculum area Skills for Life, Learning and Employment area. At the time of inspection, there were 10 teaching staff within the language school. In addition to the director of studies (DoS), who is head of the school, two were permanent full-time, four were permanent fractional and three were hourly paid.

The inspection took place over two days. Meetings were held with the head of Skills for Life, Learning and Employment, the head of quality, the international centre manager and other international centre staff, training and development coordinator, the health and safety officer, and the communications and marketing coordinator. Focus group meetings took place with teachers and with student representatives. One inspector visited three homestays.

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 checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 Job descriptions were seen for all relevant staff. Minor amendments are needed to some of these to reflect current roles, duties and job titles more accurately.

M4 The director of studies (DoS) is located in the staff room, so informal communication takes place on a daily basis. Minuted team meetings are held at least once a fortnight, and teachers unable to attend are sent the minutes on a need-to-know basis. The DoS attends monthly departmental meetings and has one-to-one meetings approximately once a month with the head of the curriculum area, who also attends some team meetings.

M5 References were not on file for all teachers in the language school.

M7 Permanent staff undergo a thorough and well staged induction during their probationary period. This includes mandatory training and, for teachers, feedback on two lessons. The same requirements and entitlements apply to hourly paid staff.

M8 All staff are subject to an annual professional review which is carefully documented. There is no requirement to keep formal records of interim reviews.

M9 Internal generic opportunities for staff development include three college-wide training days per year. Financial support is available for further training leading to upgrading qualifications and participation in external events.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M14 Student attendance is carefully monitored and, where appropriate, followed up, and students are aware of requirements relating to both attendance and punctuality.

M15 The consequences of unsatisfactory attendance are made clear to students, but sanctions relating to disciplinary issues are not made explicit.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 In addition to the regular team meetings within the language school, a review and planning day is held at the beginning of the first and second semesters. The school also prepares an annual course report, which summarises student and staff feedback and includes action plans. This subsequently feeds into the school's annual self-evaluation, which is submitted to the head of quality as part of the college's QA system.

M18 For year-round students, the college conducts an induction questionnaire, and the language school administers an exit questionnaire. Training is provided for class representatives and minuted course committee meetings are held twice a year. Course reports draw on these meetings and the data from the exit questionnaire. Summer school students complete a 'first impressions' questionnaire and an exit questionnaire. No formal feedback is collected by the language school from the minority of students following evening classes. The school's latest

annual self-evaluation report makes no reference to the summer school (other than a brief comment on recruitment and retention) or to evening classes.

M19 There are opportunities for teachers to voice feedback during team meetings and planning days. Staff feedback is summarised formally in course reports. The college conducts a staff survey every two years.

M20 A leaflet which sets out the complaints procedure is available at reception areas in teaching buildings, but this is not given to students and there is no simplified description of the procedure in the student handbook.

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 type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of the website, a small section within the annual college prospectus, and a number of leaflets and fliers, three of which relate to the summer school.

M23 None of the sources of publicity contains a comprehensive or adequate description of the courses available.

M25 More explicit information on what aspects of the leisure programme are and are not included in the course fee is needed, and indicative additional costs should be stated more clearly. The conditions under which examination entry fees are paid by the college need to be clarified.

M28 The phrase 'well qualified', which is used in several places in the publicity, was not an accurate description of all teachers employed at the time of the inspection.

M29 On one page of the prospectus a non-standard version of the accreditation marque is used.

Management summary

The provision meets, and in some aspects exceeds, 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R3 Classrooms are light, well maintained and appropriately furnished, but somewhat small for most classes (which contain up to 20 students). Teachers in the focus group commented that rooms lacked sufficient ventilation in hot weather.

R4 There are areas for student relaxation, including a student union common room, both inside the college buildings

and in the grounds. However, students in the focus group and in written feedback stated that more such spaces were desirable. There are two canteens, one of which is currently being enlarged, and a café and shop where students can buy light lunches and drinks. In general, the food available was quite limited in range.

R6 The staffroom is an adequate size for the number of staff. It is conveniently located on the same corridor as the classrooms, but the DoS does not have her own office and there are no small tutorial rooms for confidential conversations with students.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<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 type="checkbox"/>	<input 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 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 Students on full-time year-round courses are given coursebooks. Each teacher and class has its own area on the college VLE where teachers place additional materials. In evening classes and on summer courses sets of books are used and collected at the end of each class.

R9 Classrooms are uniformly well equipped with interactive white boards (IWBs) and traditional white boards, and staff have received training in IWB use. Additional portable hardware includes a set of laptops. Inspectors were told that in-house technical support is efficient.

R10 Each class is timetabled into the computer suite once a week and students work individually under teacher supervision on tasks set by the teacher. The computer suite is available for individual use at other times when a teacher is present. There is also an appropriately equipped quiet area within the library.

R11 The college library contains newspapers and magazines and a small selection of EFL reference books, practice and examination preparation materials and graded readers with CDs. Students are introduced to the library as part of their general induction, and teachers follow up with their own classes.

R12 Coursebooks are continuously reviewed, with input from staff and students, and supplementary materials are placed on the VLE based on the needs of each class.

Resources and environment summary

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

Teaching and learning

Academic staff profile

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

Comments

T2 Seven of the ten teachers (including the DoS) were TEFLQ. This is a considerable improvement over the profile at the last 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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T9 Students are given a coursebook, briefed on what has been done and encouraged to ask for help if necessary. They also have a scheduled meeting with their personal academic tutor.

T10 There is a teacher's handbook which provides useful practical guidance, and the college subscribes to relevant professional journals for teachers. All ESOL staff had recently taken part in an ESOL-specific peer observation exercise, and there are plans to make this an annual event. The DoS is available on a daily basis to provide support as needed, but there is no regular CPD programme.

T11 Under college systems, teachers are observed twice as part of their probation and take part in cross-college peer observation once every three years. The Educational Institute of Scotland, the foremost teaching union, is opposed to lesson observation for monitoring purposes. However, the DoS sits in on lessons and provides developmental feedback; she has also done some team teaching. Staff were appreciative of the feedback from the DoS and the opportunities for learning through peer observation.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The full-time year-round course combines coursebook-based lessons with work on Scottish Qualifications Authority (SQA) units and, in the second semester, preparation for Cambridge ESOL examinations for some students. This combination seems to be well suited to the needs of students. There is no clear course structure for evening class students, who attend classes for only two hours a week, and tend to have rather different needs from students doing the full-time course. The summer school programme, which is coursebook-based but also has a cultural dimension, has been designed to meet the requirements of students from a single overseas university.

T13 Suitably systematic procedures are in place for the review of the full-time year-round course. Evening classes also need to be reviewed. The content of the summer school may need reconsideration in the light of continuous enrolment and a changing student profile.

T14 No written course outlines are provided for students.

T15 The coursebooks used include sections on study and learning strategies, and the student handbook also contains practical suggestions. For full-time year-round students, self-assessment is also built into the work on personal development planning (PDP) with their personal academic tutor.

T16 The summer school programme includes the preparation of a class magazine in which students report on cultural visits and research for a presentation relating to some aspect of the local environment. Year-round students work on SQA tasks which relate to life in Scotland, and their PDP folder includes a set of suggestions for learning out of class.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<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 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 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 type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Placement testing procedures for the full-time year-round course are very thorough, and for the summer, when there are fewer students, appropriate. Inspectors were told that a variety of approaches to the assessment of evening class students has been attempted. However, it has proved difficult to ensure that these students are placed in a class of an appropriate level, since their ability to attend may be constrained by other commitments.

T18 Students on the full-time course do coursebook unit tests and SQA assessments. They also have a personal academic tutor, whom they meet three times. Test results are recorded on a spreadsheet on a shared drive. Evening students are not tested, since it is felt that class time should be used for teaching.

T19 Decisions concerning SQA levels are based on the results of in-class testing. Full-time students wishing to enter for Cambridge ESOL examinations privately are referred to the Cambridge website, where there is a self-assessment exercise. Advice is also available for evening class students.

T21 Reports are provided on request.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All: full-time GE programme, evening classes, English for employment

Comments

The DoS was not teaching on the inspection days.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers were confident in talking about language and giving explanations. The models provided were appropriate.

T24 Teachers used language appropriate to the level of the classes they were teaching. There was no evidence of planning for differentiation.

T25 Lesson content reflected course objectives. In most cases, individual learner profiles had been prepared, but it was not clear if or how these had influenced lesson planning. Although objectives were expressed as learning outcomes in some lesson plans, teachers tended to state these to students in terms of activities.

T26 Within coursebook-based lessons, coherence derived from the coursebook; other lessons were topic or theme-based. In all cases, activities were broadly relevant to students' needs or interests.

T27 One component of the full-time course is delivered through coursebooks. In the best of these coursebook-based lessons, teachers made selective use of the published materials and prepared for this through skilful scaffolding. In other segments, teachers followed the book too closely, with little attempt to adapt the material or draw on students' existing knowledge and experience. Smartboards were used competently, typically to display prepared materials such as PowerPoint slides or images, but might have been more fully exploited. Classroom furniture was often arranged in such a way that students sat with their backs to others, militating against easy classroom dynamics.

T28 Teachers maintained an appropriate pace in most segments and made good use of nomination to ensure wide participation. They also provided helpful feedback during individual monitoring of written tasks. In the best segments, a good range of additional teaching techniques was seen. These included colour coding to distinguish parts of speech; engaging in genuine communicative exchanges with students; providing opportunities for students to express their own ideas in their own words; prompting self-correction; and encouraging learners to notice language forms within text, to formulate grammar 'rules', and to self-correct. In weaker segments, there was little written reinforcement of oral input, teachers did not always check that student responses were audible to other students, and erroneous student utterances were accepted without comment. Across the segments observed, there was no obvious provision for differentiation and insufficient feedback on student pronunciation.

T29 Most teachers managed interactions (pair work, group work and mingling activities) appropriately to encourage student-student communication, and students were engaged. In some segments, more consideration might have been given to students' first language and group size when organising activities for pairs and groups.

T30 In general, teachers were relaxed, confident and encouraging and this resulted in a positive classroom atmosphere. Students clearly felt at ease, and there was a high level of voluntary student contributions.

Classroom observation summary

The teaching observed met the standards of the Scheme. Teachers demonstrated a good understanding of the systems of English, provided suitable models and adapted their language to the level of their classes. The management of classroom interactions was competent and teachers' ability to maintain a good pace and involve students through nomination meant that students were engaged, although resources might have been more fully exploited in some cases. Attention is needed to differentiation and feedback on student pronunciation.

Teaching and learning summary

The provision meets, and in some aspects exceeds, the section standard. The academic profile of teachers is good and teachers are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. In general, the teaching observed 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	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	

Comments

W1 Perth College has a series of sound measures to ensure the safety and security of students. Information on all aspects is clear and well drafted. Fire precautions are taken seriously: drills are carried out twice a year and records of these are kept; there are nominated fire marshals for each floor. First aid assistance is easily available and information is evident. All electrical equipment seen had been PAT tested. CCTV cameras are positioned at entrances and visitors are required to sign in.

W2 All students are assigned a personal tutor who acts as a conduit for any personal concerns as well as academic progress. Supporting this, students mentioned various people who could be approached. This is reinforced by a network of college-wide support services, notably counselling for various needs, advice on finance, visa problems, and a range of issues to support learning. There is also a quiet room available for prayer.

W3 The named people for assistance with personal problems work in the international office. Students in the focus group mentioned these as well as other staff they felt free to consult.

W4 There is a brief but adequate description of the college policy and procedure for dealing with any form of bullying in the international students' welcome guide.

W5 Out of office hours the emergency number is that of the wardens responsible for the student residence. The number is in pre-arrival information sent to students as well as on student cards.

W6 The pre-arrival guide gives simple, clear and comprehensive information about getting to Perth from Scottish international airports, including bus and rail information.

W7 Students spoke very highly of the induction procedure. Information on all aspects of this criterion is provided in pre-arrival information. This is reinforced where appropriate during induction and in the welcome guide. Both documents provide a very useful source of information about life in the college and in Britain.

Accommodation profile

Comments on the accommodation seen by the inspectors

The college offers homestay, private home and residential accommodation of a high standard. The international office strongly suggests their students opt for homestay to encourage them to maximise their language development. Inspectors were told that, in fact, no international students had been placed in the college residence for this reason. The inspectors therefore considered W22 and W23 not applicable.

One inspector visited three homestays one of which was prepared to host under 18s. All three were found to be entirely appropriate; all were very different in character but all were very welcoming and homely. None of the four students under 18 at the time of inspection were staying in homestay. All were staying with their families or a relative. During the 2014 summer period there were seven under 18s lodged with homestay hosts.

Accommodation: all types

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

Comments

W9 All three homestay addresses visited were found to be very comfortable and all the necessary facilities were seen.

W10 Hosts benefit from a very helpful and comprehensive booklet providing information on all aspects of being a host to overseas students. Records of visits were seen, supported by a thorough checklist. The college is fully aware of the need for hosts to carry out risk assessments and is in the process of providing them with the necessary support in carrying this out.

W12 Accommodation records sampled showed a very thorough approach to the system. Apart from records of the required inspection visits, information included profiles of the hosts and the facilities available supported by a very comprehensive checklist.

W13 Students receive a reasonably thorough accommodation confirmation letter although the cost of travel between host and college is not included. In fact, the host is expected to bring the student to the college on their first day and provide appropriate bus information thereafter.

Accommodation: homestay

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

Comments

W19 Hosts are warned about having more than one speaker of the same language in their homes and the college avoids this. Letters from parents were seen where special requests had been made for brothers and sisters to be

accommodated together.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W24 Advice on taking up leases and help with existing leases is provided by the international office staff. W25 The college does not offer any other accommodation than homestay or residential. If hotel or other accommodation is requested, students are referred to the tourist office list.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Through the year, many students are resident in so far as they work in Perth and so are not so concerned with a leisure programme. The students' association and union organises a number of events for the college as a whole. The international centre staff make considerable effort to provide a modest range of leisure opportunities in the form of excursions, walks and events. During the summer programme there are more frequent excursions and events. A notice board outside the classrooms used by EFL students provides a venue for publicising the programme. W27 During the academic year the programme is organised by the international centre staff. Over the summer period a temporary member of staff is taken on to organise and supervise the programme. W28 Risk assessments for all events were sampled with all activities being carefully chosen to provide minimal risk.					

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. *Care of students* is an area of strength. Accommodation systems are well thought out and run efficiently. Leisure opportunities, while modest, are well thought out and provide students with a range of experience to enrich their time at the college. 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	<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 materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 The safeguarding policy is appropriate. It is displayed in the teachers' and students' handbooks as well as in material which is sent to prospective group leaders, students and parents. Students under 18 have a recorded weekly meeting with one of the international staff to ensure on-going well-being.

C2 All international staff and teachers are made aware of the policy and procedure in their handbook. It also forms part of the induction process for new staff.

C3 The policy is clearly expressed in a letter sent to prospective students' parents prior to arrival.

C4 This criterion is not met. While recruitment materials are otherwise entirely appropriate, prospective employees are not warned that gaps in CVs must be explained and that reference requests will ask about their suitability to work with under 18s. Reference requests do not ask specifically if there is any reason why an applicant should not have significant contact with under 18s.

C5 All college staff are checked as a matter of policy. The college is currently undergoing the process of renewing the certificates. Sampling of records showed that all staff had been sent the requisite form for PVG clearance; most had submitted completed ones with appropriate documentation; some are still in the process of submitting them. The HR staff are working their way through the list of these staff members.

C6 As well as the standard student code of conduct, there is a 10.00pm curfew for students under 18 being lodged in homestay. These students are expected to travel in pairs if they go into town, although no record is kept of who they travel with.

C7 At the time of inspection there were four students under 18. Three were staying with their own family and one with a relative. During the summer students under 18 are lodged with homestay hosts. PVG clearance is required for all hosts accepting under 18s. Rules for what these students are allowed to do form part of the information pack given to hosts. As mentioned elsewhere, international students are not lodged in the college student residence and the college does not accept under 16s.

C8 Records sampled showed that the college had contact details for all parents; the emergency phone number for the college is contained in the confirmation letter sent to parents.

Care of under 18s summary

The provision meets the section standard. The college has made considerable effort to ensure the safety and security of students under 18. Ground rules are sensible but not overbearing; information to staff, students and their parents is well thought out. Some aspects of the recruitment process require attention but overall the system works to ensure the safety of students.

