

Organisation name	Perth College UHI
Inspection date	25–26 September 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 weaknesses in W11 and S3 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited Perth College UHI in September 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 [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

The English language teaching department of this college of further education offers courses in English for adults (16+), closed groups of adults (16+) and vacation courses for adults (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching and care of students.

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

## Introduction

Perth College UHI is part of a network of 13 institutions in northern Scotland which forms the University of the Highlands and Islands (UHI). As a college and university, it has approximately 300 lecturers and caters for around 9,000 full and part-time FE and HE students.

ELT is provided through the Language School which sits within the Creative and Cultural Industries curriculum area and is line managed by the sector development director of this area. In addition to the director of studies (DoS), there are three permanent full-time members of staff, (one of whom was on maternity leave), three part-time permanent and three part-time temporary members of teaching staff. The Language School offers full- and part-time time general English courses, courses for closed groups, language support for international students on mainstream courses and an English Language Summer School.

The inspection took place over two days and one evening. Meetings were held with the acting sector development director creative and cultural industries, the quality manager, the DoS of the Language School, the student services manager, the marketing team leader, the human resources and organisational development business partner, the health, safety and wellbeing adviser, the international centre administrator and the administrative assistant, homestay accommodation. Focus group meetings took place with teachers and with students. One inspector visited one residence and two homestays. All teachers teaching at the time of the inspection were observed.

## Address of main site/head office

Perth College UHI, Crieff Road, Perth PH1 2NX

## Description of sites visited

The college is situated on the outskirts of Perth, a ten-minute bus journey from Perth city centre, on a compact campus with all buildings, including halls of residence, within easy walking distance. The campus has a mixture of refurbished old and new buildings, and plenty of green spaces and walkways. The Language School is located in the Goodlyburn Building and has exclusive use of five dedicated classrooms on the top floor. The Language School staffroom and the DoS's office are on the same floor. The library and the IT suite are located in the main building, the Bahrn Building, as are the International Centre, most of the administrative offices and the main food court. The Academy of Sport and Wellbeing is the newest building, providing leisure and wellbeing facilities for staff and students, including a climbing wall, gym suites, training facilities for a range of vocational courses, and leisure activities.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments.

Full and part-time general English classes, for students aged 16 and above, were running at the time of the inspection. Students aged 16+ are enrolled on adult courses.

## Accommodation profile

The college offers homestay and residential accommodation. At the time of the inspection six students were in homestay and five were in residences. All six under 18s were staying with their own families. Both types of accommodation are available to home and to international students. Some homestays are ensuite, but most provide standard accommodation, either half board or self-catering. All residential accommodation is on the campus, is ensuite and is self-catering. Under 18s who are not living with family or friends must stay in homestay. Students attending the summer school and closed-group students are provided with homestay accommodation. One of the three on-campus residences and two homestay providers were inspected.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The college has clear goals and values, sound quality and review procedures and good human resources support and development. All aspects of student administration are sound, and the management of the provision operates to the benefit of students. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are well looked after and well equipped, providing a comfortable environment for study and relaxation. There are ample appropriate resources available. *Premises and facilities and Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Programmes of learning and learners are well managed by a well-qualified DoS and teaching team. Course design is regularly reviewed and there is good linking of the classroom to the local environment and the wider UK context. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, 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 study in a safe and secure environment and are cared for in every way by competent, informed and caring staff. A choice of suitable, well-managed accommodation is provided. A leisure programme is an integral part of the summer school provision and is custom designed for closed groups. Leisure opportunities are available in the college for year-round students. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. A comprehensive policy and a set of practical procedures are in place to ensure that students and parents are aware of the level of care available, and that staff and others who might come into regular contact with under 18s are trained and are aware of their responsibilities. Close contact with parents is maintained through school and international centre personnel.

## 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.	Strength
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 offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M1 There are clear and explicit statements of the college's goals and values in the Vision 2021 strategy, prominently displayed on noticeboards in all areas of the college and on the college website and intranet. The work of the language school feeds into and informs this strategy through various consultative channels of communication.

M2 There are clear and ambitious plans in place for the future of the college and UHI, both locally and internationally, with the Language School having a key role in these plans. Objectives are realistic, and progress

towards achieving them is measurable.

M4 Channels of communication are clear, appropriate and work well. Meetings at various levels take place frequently and information is minuted and actioned. Staff in the focus group felt involved in, and very much a part of the institution.

M5 Student feedback and responding to feedback is taken very seriously by the college. A variety of means of collecting student feedback, both formal and informal, is used. Every English class has a personal academic tutor (PAT) and students are encouraged to raise any issues with them and in personal development sessions. Early student experience surveys and end of year surveys take place, alongside course committee meetings with student representatives. There is ample evidence of changes having taken place in response to student feedback.

M7 There is a comprehensive quality review cycle of all aspects of college work, including annual course reports, sector overview reports, action plans, and action plan progress reports. Self-evaluation against inspection criteria also feeds in to the quality review cycle.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	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

#### **Comments**

M8 There is a range of sound HR policies covering every area, among them, equality and diversity, gender identity, maternity, religion and belief. These are made known to all staff at induction; links to policies are on the college intranet and included in the employee handbook.

M11 There are detailed and thorough induction procedures at college and sector levels, both for permanent staff and hourly-paid lecturers. Informal buddying of new staff members takes place. The most recently recruited staff member in the staff focus group commented on how thorough and helpful the induction process had been.

M13 The college is committed to continuous professional development (CPD) for all staff, evidenced by a very generous CPD budget. An impressive number of ELT staff have been fully funded to upgrade their qualifications. All staff have a CPD portfolio where CPD activities, both ELT specific and generic college-wide, are recorded.

<b>Student administration</b>	<b>Area of strength</b>
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.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 Administrative staff working directly with international students are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group spoke very highly of the level of help and support received from administrative staff members.

M16 Refund procedures are clear, fair and student-friendly. Administrative staff are involved with the students from the first point of enquiry, and enrolment procedures are clear and effective. Regular checks on student satisfaction take place. Staff know the students very well and are committed to their well-being.

M19 A detailed attendance policy is in place, simplified and written in comprehensible English to make it clear to international students. Attendance is checked for every class and all absences are followed up.

M20 There is a disciplinary procedure, which provides definitions of misconduct and sanctions that can be applied, and a student charter. These have been simplified to make sure they are accessible to students with lower levels of English and are available on the virtual learning environment (VLE) with links to the full college policy. The policy and the charter are explained to students at induction.

<b>Publicity</b>	<b>Met</b>
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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### **Comments**

Publicity consists of the college website, a printed prospectus and a range of printed sheets giving course-specific information.

M23 Information is very well written in accurate English. The language used is clear, plain and accessible in all areas of the website and in the printed materials.

M26 There is no specific information in any of the publicity materials on the level of support and care for under 18s.

M27 There is a full and accurate description of residential accommodation on the website, but very little detailed information about homestays although this is available in response to enquiries.

### **Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

#### **Comments**

P1 The premises are of an extremely high standard and external areas are very well looked after. The campus offers a very attractive environment for work and study.

P2 The Language School benefits from having its own, dedicated classrooms. Classrooms are bright, well furnished and well decorated with displays of student work and interesting language-related posters and resources.

P3 There are well-appointed communal relaxation areas within all of the buildings, as well as gardens and green spaces for student and staff use outside class time.

P4 Free drinking water is offered throughout the campus. A good choice of healthy, reasonably priced food is available in the food court, prepared and served by students studying hospitality courses. Students in the focus group spoke very highly of the food offered.

P6 The staffroom is large and spacious, with enough workplaces for all teachers, comfortable seating and lockable drawers to store personal belongings. All staff have access to computers and a printer. There is a small kitchen off

the staffroom where teachers can prepare food and hot drinks. Teachers in the focus group meeting were very satisfied with the staffroom.

<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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### **Comments**

P9 All classrooms are very well equipped with interactive whiteboards (IWBs), data projection, audio-visual internet access and whiteboards. Technical staff and the DoS are always available to help with any technical issues. There is good training available for staff to help them update their skills and knowledge of new technologies.

P10 The library has a wide range of hard copy and electronic resources for students. The Learning Zone, located on the upper floor of the library, provides self-access and supported learning facilities. The VLE forms part of the English course and is used regularly and effectively by teachers and students.

P11 Students are given very thorough guidance on the use of independent learning resources. An induction to resources is provided by ELT and library staff, with additional help sheets and quizzes. Staff in the Learning Zone assist students with any specific learning or access needs and encourage best use of the facilities on offer. Students in the focus group meeting commented positively on the friendliness of Learning Zone staff.

## **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.	Strength
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 The teaching team is highly qualified, with seven out of eight teachers being TEFLQ and a number of staff having additional, higher level qualifications.

T3 The teaching team has a wide variety of experience in different ELT contexts.

T4 The DoS is TEFLQ with a wide range of relevant teaching and management 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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
<b>Comments</b>	
T7 There are clear and robust arrangements in place which ensure cover at all times. Permanent staff have non-teaching periods on their timetables, so are able to cover in any emergency. Cover lessons are available for each level, and schemes of work are available on the VLE.	
T9 There is a great deal of daily informal support from the DoS who has an office next to the teachers' staffroom and encourages an open-door policy. More experienced teachers mentor any newer less experienced teachers and peer observation is encouraged, with the DoS covering classes to allow for this. Teachers in the focus group spoke very highly of the guidance and support they received.	
T10 Thorough and supportive procedures are in place to ensure the monitoring and observation of teachers. Teachers are observed annually, and feedback notes and meetings are comprehensive and helpful. Peer observations take place frequently, and staff development workshops are organised to explore common issues arising from observations, or at individual teacher request.	

<b>Course design and implementation</b>	<b>Area of strength</b>
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.	Strength
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.	N/a
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.	Strength
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

<b>Comments</b>	
T11 The course structure is detailed and comprehensive. Teachers are very involved in the creation of the courses, which are based on an analysis of students' needs and equipping them for life in the UK. It is described in the student handbooks, with more detailed descriptions available on the VLE.	
T12 Course design is reviewed regularly through course committee meetings, annual course reporting and student and staff feedback, both formal and informal. A recent move to make all separate course sections credit bearing resulted in a major review and changes in course design.	
T13 The student handbook gives detailed information about course content and intended learning outcomes; students know what they will be learning and where the course is leading. Weekly plans and additional course information are made available on the VLE.	
T15 The personal development plans (PDPs) are impressive and useful documents used to very good effect, allowing students to articulate their language needs, map their individual progress and giving them strategies to enable them to develop as independent learners. Students also keep learning diaries which teachers read and respond to.	
T16 The overarching aim of the courses is to equip students for real life in the UK, and to that end, the local environment and college life are embedded into course design.	

<b>Learner management</b>	<b>Area of strength</b>
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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
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.	Strength

## Comments

T17 The assessment procedure for placing students is robust and comprehensive, leading to very homogeneous class composition. The initial assessment and analysis of student learning needs forms the basis of the PDP.

T18 The tutorial system and use of the PDPs is exemplary. It allows progress to be monitored, identifies areas for improvement or any problem areas, and is a useful tool for students whilst studying and when they have left the course.

T20 Students are encouraged to study towards and take an exam at the right level for them. They are given a great deal of help and guidance leading up to the exam period.

T22 Students have access to dedicated sources of help and information to assist them to progress to mainstream UK education. Advice is available from teachers, the international centre administrator and student services.

## Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All courses running at the time of the inspection were observed.

## Comments

The DoS was teaching at the time of the inspection and was also observed.

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.	Met
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.	Strength
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 All teachers provided appropriate models and most showed sound knowledge of linguistic systems. Phonemic script was used effectively by some teachers to support the teaching of pronunciation and stress patterns. Good simple explanations of grammatical points were observed.

T24 The content and topics of the lessons were appropriate to the needs and cultural backgrounds of the students, and their future aspirations. Class profiles in lesson plans showed a very good awareness of individual students and their needs, which was evidenced in schemes of work.

T25 In most classes, lesson plans showed relevant learning outcomes; these were referred to and made known to students and achieved through a coherent sequence of activities. In some segments observed they were expressed as tasks to do rather than target language to be acquired and used.

T26 A wide range of appropriate and relevant techniques was seen in most classes observed, with a variety of interactions. Pair and group work were used frequently; there was consistent concept checking; pace and control were good. Teachers generally picked up pronunciation errors and sometimes used drilling to correct them.

T27 Classes benefited from good materials used very proficiently and with confidence. All teachers were very competent in the use of technology, and some teachers fostered student-centred learning and autonomy by encouraging students to lead in the use of the IWB. Audio and video were used very effectively, and in some classes good, clear, well-organised boardwork was seen. In stronger segments, moving around of students was evident and this added to the liveliness of the class.

T28 Students consistently received timely feedback and error correction delivered in a variety of ways, and always at an extremely appropriate level. Praise and encouragement were effectively and appropriately provided.

T30 All classes evidenced very high levels of rapport, varied interactions and activities, and a brisk pace. Teachers clearly knew and valued their students, and students were highly engaged throughout.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the



majority being good or better. Teaching techniques were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs of students and to help them get the most out of their stay in the UK. Feedback was positive and encouraging and language was monitored well. Students were engaged, teachers were energetic and professional, and there was a positive atmosphere in all classes.

## 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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Strength
W8 Students have access to adequate health care provision.	Strength

## Comments

W1 All systems and practices required to provide a safe environment for students are in place on the campus and work well. Thorough risk assessments and regular checks cover the teaching buildings and the student residences. Responsibility is shared between estates and health, safety and wellbeing staff. Trained fire marshals supervise the twice-yearly evacuation drills and systems are in place to deal with the evacuation of disabled students and staff. CCTV cameras monitor the site.

W2 A satisfactory business continuity plan is in place. The recently appointed health, safety and wellbeing adviser is currently reviewing the plan to widen its application and strengthen operational procedures.

W3 Students benefit from a very high level of pastoral care from all staff and especially from their personal academic tutor (PAT), who regularly checks general wellbeing as well as academic progress. Students spoke positively of the knowledge, expertise and care shown by the international centre administrator, who is regularly available in the Language School building as well as the main administrative building. Various types of specialist help and advice are provided as needed by college central student services staff. There is a readily-available quiet room. An additional level of care is in place for under 18s on adult courses.

W4 The ethos of the Language School and the college as a whole is one of respect, tolerance and an appreciation of diversity. Policies are clear and well publicised; procedures to deal with infringements of any aspect of the student charter are made clear to students.

W7 Excellent systems are in place to provide clear information and sound advice on relevant aspects of life in the UK.

W8 Students are fully informed of their rights with regard to access to healthcare. The college has a sick room and a team of trained first aid staff, available at any time through a central communication system. Registration with a doctor is checked, and students in the residence can register with the nearby GP practice, which is well known to the college and located nearby.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W14 Accommodation providers receive written confirmation of the rules, terms and	Met

conditions applied by the provider with respect to the provision of accommodation services.	
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W9 The homestay handbook and the homestay provider's contract clearly specifies all that is needed for students to have a comfortable living environment. Provision in the residences, which is all ensuite, is spacious, well-appointed and comfortable. All students have Wi-Fi access.

W11 All provision is regularly checked; homestay is re-visited every 18 months and residences every month. One homestay provider visited had not done a fire risk assessment for the property. Data revealed that there was no record of a fire risk assessment having been done for about a third of homestay providers. The checklist used for visits and revisits covers some aspects of safety in the home, including up-to-date Gas Safe certificates, but does not specifically mention the need for a written fire risk assessment.

W12 Very clear and timely information is sent confirming allocation of accommodation. Students in homestay are sent a good profile of the provider and individual details of travel from the homestay to college, including cost and bus numbers and frequency. College residences are fully described in publicity and pre-arrival information. They are on campus.

W13 Procedures for identifying and resolving problems students have with their accommodation are satisfactory overall. Although students are told at induction who to contact about problems with accommodation and PATs check general satisfaction, there is no formal, pro-active, "early bird" check of satisfaction. The end of course questionnaire is detailed and useful and those seen indicated a high level of satisfaction.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	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

All criteria in this section are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

### Comments

The applicable criterion in this section is 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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W24 Although there is no organised leisure programme provided by the Language School or the International Centre for current full-time students, there are many sport, leisure and social opportunities in the college for them to take part in if they wish. Students in the focus group meeting were aware of what was available, but most had little or no need of a leisure programme as they were well settled in the area. A full and interesting leisure programme is

integral to the summer school course. It is well organised and resourced and was rated highly by students who took part. Similar, custom-designed, leisure programmes are organised for closed groups. Extra staff are employed to support leisure programmes.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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

At the time of the inspection there were six under 18s on adult courses. During the summer school numbers can increase but not significantly.

S1 As well as the college designated safeguarding lead, the Language School has three named designated child protection officers, one of whom is assigned to each individual under-18 student.

S2 All staff receive mandatory safeguarding training at induction. The three Language School designated child protection officers are trained to advanced level.

S3 Parents are required to sign a document to confirm they have read and understood the level of care and support agreement drawn up for their child, which describes the level of care available and lists some extra rules that the student must abide by. Parents give consent for emergency medical treatment on the application form. Parental consent is not sought for other aspects of the student's experience that might merit it, such as travelling on public transport and activities provided by the leisure programme.

S7 Under 18s must be accommodated in full board homestay unless they are staying with their own family or a relative. Homestay host must ensure that there is no infringement of the 22.00 curfew regulation.

### 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	1999
Last full inspection	2014
Subsequent spot check (if applicable)	August 2016
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	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

## State sector

Type of institution	FE/ HE college, part of a larger multi-location FE/HE structure, the University of the Highlands and Islands.
Other accreditation/inspection	N/a

## 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 and not visited	N/a

## Student profile

	At inspection	In peak week: January (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	94	121
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	20	27
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>120</b>	<b>154</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–65	16–65
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Polish, Bulgarian	Polish, Bulgarian

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	8	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

The DoS was teaching five hours during the inspection week.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8

#### Comments

The TEFLI teacher is starting a course leading to a diploma-level qualification this year.

### 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	6	0
Private home	0	0
Home tuition	N/a	N/a
Residential	5	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	103	6
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	114	6
Overall total adults + under 18s	120	