

Organisation name	St Andrew's College Language Schools, Head Office Glasgow
Inspection date	11–14 July 2017 and 25–26 July 2018

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

The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2021. However, evidence must be submitted within 12 months to demonstrate that weaknesses in C4 and C5 have been addressed.

Summary statement

The British Council inspected and accredited St Andrews College in July 2017 and July 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 for details).

This private language school offers residential vacation courses in general English for under 18s and adults aged 18.

Strengths were noted in the areas of *Course design* and *Leisure opportunities*.

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

Organisation profile: multicentre**1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)**

Inspection history	Dates/details
First inspection	July 2009
Last full inspection	July 2013
Subsequent spot check (if applicable)	N/a
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) by this multicentre organisation	Adult courses are being advertised for 2018
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	January 2002
Ownership	Private limited company: St Andrew's College Language Schools Ltd Company number: SC262525
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Suite 413 The Pentagon Centre 36 Washington Street Glasgow G3 8AZ
Addresses of centres offering ELT at the time of both inspections	Ayr: University of the West of Scotland University Avenue, Ayr KA8 0X Edinburgh: Napier University Merchiston Campus, Edinburgh EH11 1AR Edinburgh: Napier University Sighthill Campus, Edinburgh EH11 1AR Edinburgh: Queen Margaret University Queen Margaret University Drive, Musselburgh, Edinburgh EH21 6UU Glasgow: City of Glasgow College Riverside Campus, Ballater Street, Glasgow G5 9YN Colchester: University of Essex Wivenhoe Park, Colchester CO4 3SQ London: University of Greenwich Avery Hill campus, Bexley Road, London SE9 2PQ London: University of Greenwich Medway campus, Central Avenue, Chatham Maritime, Kent ME4 4TB Leeds: Leeds Beckett University Churchwood Avenue, Headingley, Leeds LS6 3QS
Addresses of any additional centres not open or offering ELT at the time of the inspection	None
Profile of sites visited	The head office of St Andrew's College Language Schools is based in a business centre in central Glasgow.

	<p>The Edinburgh Napier University's Merchiston Campus is in a residential area on the south-west side of the city, within walking distance of Edinburgh city centre. It is a modern campus with paved outside areas. The summer centre has use of eight classrooms and two lecture theatres over several floors in one building. There is a staffroom on one floor. Students have all meals in the cafeteria, and there is a café where snacks can be purchased. The residential accommodation is about a mile away, where students are accommodated in single rooms with ensuite facilities.</p> <p>The University of Essex Colchester Campus is about two miles to the south of Colchester. It is a modern campus surrounded by 200 acres of parkland. The summer centre has use of up to 17 classrooms on levels two and three of one building, as well as of sports facilities. There is an office for the centre management team, and a neighbouring room shared by teachers and activity leaders. Students have their meals in one of three cafés/restaurants open on campus. The residential accommodation is also on campus and students are accommodated in single rooms with ensuite facilities.</p> <p>The University of Greenwich Medway campus is located just outside Chatham. The teaching rooms, offices, restaurant, sports facilities and other areas for leisure activities are located in buildings all within easy walking distance on the enclosed campus. Students are accommodated in residential blocks on the campus.</p>
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Student profile at peak at all centres	Collated totals in peak week: 10–14 July 2017 all centres	
Of all international students, approximate percentage on ELT/ESOL courses	100	
ELT/ESOL students (eligible courses)	2017	2018
Full-time ELT (15+ hours per week) 18 years and over	29	40
Full-time ELT (15+ hours per week) aged 16–17 years	1071	1400
Full-time ELT (15+ hours per week) aged under 16	600	600
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	1700	2040
Predominant nationalities	2017: Italian, Spanish, Greek 2018: Italian, Spanish, Chinese	

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres	
	2017	2018
Total number of teachers and academic managers on eligible ELT courses	119	117
Total number activity managers and staff	111	111
Total number of management (non-academic) and administrative staff	24	24
Total number of support staff (e.g. houseparents, matrons, catering)	0	0

Academic manager qualifications profile at peak at all centres and HO

Profile at peak: collated totals at HO and all centres		
Professional qualifications	Total number of academic managers	
Diploma-level ELT/TESOL qualification (TEFLQ)	4	8
Academic managers without TEFLQ qualification or without 3 years relevant experience	17	14
Total	21	22
Comments		
<p>In both Merchiston and Colchester the academic management teams were led by a TEFLQ academic manager, supported by two senior teachers in each centre, all TEFLI. The Ayr campus also has a TEFLQ academic manager. The TEFLQ director of studies, who is based at head office year round, is responsible for academic management in the remaining five centres where there are academic management teams whose members are TEFLI. In 2018, the three centres in England and one centre in Scotland were led by TEFLQ academic managers and the two TEFLQ academic managers based at HO were responsible for four centres in Scotland.</p>		

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/TESOL qualification (TEFLQ)	2	5
Certificate-level ELT/TESOL qualification (TEFLI)	78	78
Holding specialist qualifications only (specify)	0	0
YL initiated	0	0
Qualified teacher status only (QTS)	2	5
Teachers without appropriate ELT/TESOL qualifications	13	7
Total	95	95
Comments		
None.		

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input 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						
<p>The advertised age range in all eight centres is 11–17. All the centres offer programmes of 15 hours' English per week, and a programme of activities and excursions in the afternoons, evenings and at weekends. A zig-zag timetable is in operation so that lessons are in the morning and activities in the afternoon for week one, and lessons are in the afternoon and activities in the morning for week two.</p>						

The advertised age range is 11–18. All the centres offer programmes of 15 hours' English per week, and a programme of activities and excursions in the mornings/afternoons, evenings and at weekends. In all centres except Avery Hill and Medway, a zig-zag timetable is in operation so that lessons are in the morning and activities in the afternoon for week one, and lessons are in the afternoon and activities in the morning for week two. A full day zig-zag programme is in operation at Medway and Avery Hill centres, where a full day excursion is followed by a full day of lessons, with evening activities every day.

2. DATA ON CENTRES VISITED

1. Name of centre	University of Essex, Colchester Campus (2017)
2. Name of centre	Edinburgh Napier University, Merchiston Campus (2017)
3. Name of centre	University of Essex, Colchester Campus (2018)
4. Name of centre	University of Greenwich, Medway Campus (2018)
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100	100		100	100	100	100	
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	3	26	1	11		3	26	0	9	
Full-time ELT (15+ hours per week) aged 16–17 years	83	126	147	145		83	126	231	126	
Full-time ELT (15+ hours per week) aged under 16	257	100	125	49		257	100	274	117	
Part-time ELT aged 18 years and over	0	0	0	0		0	0	0	0	
Part-time ELT aged 16–17 years	0	0	0	0		0	0	0	0	
Part-time ELT aged under 16 years	0	0	0	0		0	0	0	0	
Overall total of ELT/ESOL students shown above	343	252	273	205		343	252	505	252	
Junior programmes: advertised minimum age(s)	11	11	11	12		11	11	11	11	
Junior programmes: actual minimum age(s)	11	13	11	13		11	13	11	13	
Junior programmes: advertised maximum age(s)	17	17	18	18		17	17	18	18	
Junior programmes: actual maximum age(s)	18	18	18	18		18	18	18	18	

Adult programmes: advertised minimum age	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Adult programmes: actual minimum age	N/a	N/a	N/a	N/a		N/a	N/a	N/a	N/a	
Typical length of stay (weeks)	2	2	2	2		2	2	2	2	
Predominant nationalities	2017: Italian, French & Spanish 2018: Italian, Chinese & Spanish					2017: Italian, French & Spanish 2018: Italian, Chinese & Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	16	11	17	10		16	11	17	10	
Total number of activity managers and staff	2	2	2	2		2	2	2	2	
Total number of management (non-academic) and administrative staff	3	2				3	2			
Total number of support staff (e.g. houseparents, matrons, catering)	0	0				0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1	3	1	
Academic managers without TEFLQ qualification or 3 years relevant experience	2	2	0	1	
Total	3	3	3	2	

Comments

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	2	0	2	0	
TEFLI qualification	7	4	12	7	
Holding specialist qualifications only (specify)	0	0	0	0	
YL initiated	0	0	0	0	
Qualified teacher status only (QTS)	0	0	0	1	
Teachers without appropriate ELT/TESOL qualifications	4	4	0	0	
Total	13	8	14	8	

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
<i>Arranged by provider/agency</i>										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0	0	0		0	0	0	0	
Private home	0	0	0	0		0	0	0	0	

Home tuition	0	0	0	0		0	0	0	0	
Residential	0	29	1	11		341	223	272	194	
Hotel/guesthouse	0	0	0	0		0	0	0	0	
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0		0	0	0	0	
Arranged by student/family/guardian										
Staying with own family	0	0	0	0		2	0	0	0	
Staying in privately rented rooms/flats	0	0	0	0		0	0	0	0	
Overall totals adults/under 18s	0	29	1	11		343	223	272	194	

Centres	1	2	3	4	5	
Overall total adults + under 18s	343	252	273	205		

Introduction

The company was founded in 2002 and the first junior summer courses were run on one campus in Scotland in 2003. Additional campuses were added in subsequent years and the summer courses were accredited in 2009. Since the last inspection in 2013 the company has experienced significant growth in student numbers each year. In 2017 junior courses were running on eight campuses, five in Scotland and three in England. The two centres at the University of Greenwich campuses in Avery Hill and the Medway were new for 2017.

The company head office is in Glasgow. The managing director (MD), who founded the company, has a key strategic management role; day-to-day management and administration of the summer centres is the responsibility of the director of operations (DO), who has been involved with the company for many years, and the general manager (GM) who has been in post since 2012. With the growth of the operation since the last inspection, the senior management team has been expanded. In 2014 the director of studies (DoS) joined the company; she is based in the head office year round and has developed the in-house materials in use in the centres, as well as being responsible for teacher recruitment. A summer school co-ordinator and a summer school development officer also joined the head office team in 2014 and 2016 respectively. There are five centre co-ordinators around the UK.

At the time of the 2013 inspection the company was also running its year-round school for adults in Glasgow. The school closed in late 2015 and the Accreditation Unit was informed. No adult courses were run in 2016 or 2017; courses for adults in Glasgow in 2018 are currently advertised on the company's website.

The week of the inspection was peak week in the centres for summer 2017. Most of the students in the two centres visited were Italian or Spanish. Two centres, Edinburgh Merchiston and the University of Greenwich Medway campus, were hosting only Italian groups (although a group of 32 Spanish students had transferred to Merchiston at the time of the inspection). In Merchiston a small team of staff from an Italian agency was based in the centre to co-ordinate the large groups of Italians there, with their own group leaders, part of a large Italian government contract. The inspectors chose to visit one centre in Scotland and one in England. The Merchiston campus was chosen because it was hosting all Italian groups, and the Colchester campus was chosen as it was a big centre, new in 2016. Neither centre was running at the time of the last inspection.

The inspection lasted three and a half days, and a part day. The inspectors spent one day at head office where they talked to the MD, the DO, the GM, the DoS, the summer school co-ordinator and the development officer. They spent a day at the Merchiston campus, and almost two days at the Colchester campus. In each of the two centres they talked to the centre manager (CM), the academic manager (AM), the welfare co-ordinator, the activity manager, the excursion manager and (in Colchester) to the centre co-ordinator. Focus group meetings were held with students, teachers, activity staff and group leaders. Courtesy visits were made on each campus to the host organisation's liaison member of staff. All the teachers timetabled to teach at the time of the inspection were observed. One inspector visited the residential accommodation on each campus. The senior management team travelled to Colchester for the days of the inspection and a feedback session was held there on the final day.

The previous director of operations has taken over the role of managing director. The general manager continues to manage the head office and the year-round staff. The same centres were running at the time of the supplementary inspection and most students come in groups accompanied by group leaders. The inspectors chose to visit the Medway campus as it had not been visited at previous inspections, and to return to the Colchester campus to note any changes made there to address points raised at the last inspection. An action plan had previously been

forwarded outlining actions taken regarding the points to be addressed within 12 months. The main focus of the supplementary inspection was on recruitment, the academic staff profile and safeguarding under 18s.

The supplementary inspection lasted two days. One day was spent at the Medway campus and one day at the Colchester campus. In the Medway campus, meetings were held with the CM, the campus co-ordinator, the welfare officer, the activity manager, and the excursions manager. In the Colchester campus, meetings were held with the campus co-ordinator, the CM, the DoS, the activity manager, the excursions manager, and the two welfare co-ordinators. The following head office staff and managers joined in relevant meetings: the programmes manager, the recruitment officer for non-academic posts, the DoS, and the safeguarding lead (DSL). At both centres meetings were held with groups of students, teachers, group leaders and activity leaders. Meetings were also held with the managing director and general manager. Each of the teachers was observed teaching for ten minutes at the Medway campus. Teachers were not observed at the Colchester campus.

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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure at head office and in the centres is clear. The head office team is responsible for the year-round preparatory work, including staff recruitment, and the DO and GM have overall responsibility for the efficient running of all eight centres in the summer. They can cover for each other, and have the support of the summer school co-ordinator. In the summer the DoS is the TEFLQ academic manager of five centres which have TEFLI academic managers. The DO, who is a qualified teacher, can provide cover for the DoS in the summer; year round the DoS is the only person at head office suitably qualified and experienced to develop the organisation's course design and learning materials.

For 2018, additional management roles have been created. Medway and Colchester now have activities managers in addition to the excursion managers, and there is an additional welfare officer at Colchester. Each of the three English centres has a TEFLQ DoS and there are now three TEFLQ DoSs across the five Scottish centres.

M3 Job descriptions are clear. The job description for the DoS was supplied immediately following the inspection.

M4 Communications are generally good. The head office team works closely together and regular meetings are held to discuss strategic and operational developments. Much communication is informal since most team members work in an open-plan office. Communication with the centres is by means of daily reports from centre managers, email and telephone, an online drive where documents are accessed, and regular visits by the head office team. Centre staff spoke positively of the support they received from the head office team. Staff in the centres share offices and have daily briefings and/or weekly meetings. Staff representing both host organisations were very positive about the working relationship with the organisation. However, information about the PVG/DBS status of staff had not, with one exception, been communicated to the centre managers.

M6 In 2017, the qualifications and experience of staff appointed in both centres had not been adequately verified. In Merchiston two activity leaders and one teacher had no references on file (and no PVG checks). In Colchester two teachers had no references on file; one activity leader and two teachers had only one reference on file. Two degree

certificates and one teaching certificate were missing. In Merchiston copies of qualifications were not endorsed. Missing references were collected by telephone during, and immediately after, the inspection and proof of these, and scanned copies of missing certificates, were sent to the inspectors. See also C4.

2018: two references are taken up for every new applicant. Copies of written references and records of telephone references are all on file. Suitability checks are required for all new applicants. See also S4.

M7 Induction procedures are thorough. Centre management staff attend a paid three-day induction in Glasgow, and a safeguarding course. Training for activity leaders appointed to centres in Scotland included an excursion to Edinburgh to extend their skills for leading excursions. Teachers attend a half-day induction in their centres. All staff sign checklists to confirm the completion of their induction. Teachers appointed after courses began, a rather frequent occurrence this summer because of contracted teachers not taking up their posts, received shortened inductions.

M8 The company has an appraisal policy but no individual appraisals have been carried out in head office. Centre managers are appraised in the middle and at the end of the courses by the GM or the summer school co-ordinator. Non-teaching staff are monitored on an ongoing basis, and appraised after two weeks and at the end of their employment. Teachers are observed, and then appraised two weeks into the course. This was in progress in Merchiston. In Colchester teachers had not been observed or appraised; the academic management team had full teaching timetables in week one as some Colchester teachers had transferred to a London centre to replace teachers who had not arrived. The CM at the Medway campus had not been appraised and the course was due to finish at the end of the week.

M9 Expert external speakers have delivered a range of continuing professional development (CPD) courses to head office staff, including first aid, advanced and specialist level safeguarding, and safer recruitment. Two members of the team have attended external events and courses. Weekly CPD sessions are planned for in the centres but none had taken place in Colchester by the end of week two.

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 checked="" 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 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The team at head office work efficiently and can handle the workload of providing information and handling group and individual bookings. Staff in the centres confirmed that the information about students they received was accurate and complete.

M13 All students normally live on campus. At the time of the inspection, exceptionally, two brothers aged under 18 were living in Colchester with their family. Next of kin details are collected at enrolment. The centre managers have the list of emergency contact details, which is accessible at all times; all records sampled were complete.

M14 The company has an attendance policy and a missing person procedure. A member of staff checks attendance at the start of each lesson and any absence is followed up immediately. There are rigorous checks in place now and all students are required to wear their lanyards with name tags, which allows identification.

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

Comments

M17 The head office management team reviews the success of the operation at the end of the summer, and discussion and implementation of improvements is ongoing. Feedback from all staff, students and group leaders is analysed. There was evidence of changes made as part of the review process of the previous year, including an

additional senior teacher post in both centres to support the academic manager. The DoS had collected detailed feedback from teachers about the learning materials, and incorporated many of their ideas into the version for 2017. A self-assessment in relation to the Scheme's teaching and learning criteria had been completed, and practical ideas for improvement of processes included.

M18 Students complete an initial and end-of-course questionnaire. There was evidence of issues being identified quickly and dealt with efficiently.

M19 Staff have the opportunity to give feedback in meetings, in their appraisals two weeks into their contract, and by means of an online end-of-course questionnaire. Feedback from staff about their induction in summer 2017 was also on file.

M20 The company's complaints policy is included in the student handbook for each centre. The complaints procedure is very clearly presented in the student handbook 2018 which is available on the website and given to students on arrival.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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

The organisation's publicity comprises a website, a brochure which can be downloaded from the website, and social media pages.

M21 The publicity materials are in clear English for the most part. There are no translations and at times the language used would be difficult for a non-native speaker to understand. There are a number of slips on the website which more careful proofreading would have identified.

M22 This criterion is met overall. Pictures are captioned and those of the Merchiston and Colchester campuses give a realistic picture. An unsubstantiated claim on the website in 2017 has been removed.

M24 Sample timetables for each centre show the times of classes very clearly. In 2017, the advertised age range for all centres was 11–17 but there were two closed groups of 18 year-olds being taught in Merchiston, and three 18 year-old students in Colchester. The possibility of 18 year-old students arriving at the centre is mentioned in the teachers' handbook. For 2018, the age range has been revised and is now given accurately as 11–18.

M28 The wording has been revised and the description of teachers is now accurate.

M29 Adult courses for 2018 were advertised on the website with the Accreditation Scheme marque at the foot of the page in 2017, suggesting the adult courses are accredited, which is incorrect. Adult courses are no longer advertised on the website.

Management summary

The provision meets the section standard. The management structure is clear and communication at head office and with the centres is good. Administration and quality assurance procedures are efficient. Recruitment procedures and documentation have been improved. Publicity is accurate.

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 checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Merchiston campus is a quite compact and very suitable campus for the courses. The classrooms are in one building; there is a foyer and space outside for students to gather in breaks. There is access to a large room for social activities. In Colchester the campus extends over a wide area and there is ample space for a variety of activities to take place. The centre has up to 17 classrooms and two offices. The main office is barely adequate in size for the management and academic management teams who work there.

R2 Buildings and facilities on both campuses are in a good state of repair.

R3 2017: In Merchiston the classrooms are bright, spacious and quiet. In Colchester the classrooms are long and narrow in shape, allowing no flexibility of layout of furniture. In Merchiston a small number of classes were being taught in lecture theatres, one of them very large, which are not suitable for communicative language learning.

2018: Furniture has been carefully arranged and teachers given guidance in how to make the best use of the smaller classrooms in Colchester. The classrooms in Medway are large, light and very suitable.

R4 In Merchiston there is a refectory for meals and a café for snacks in breaks. In Colchester students could choose from four different food outlets for meals. There is also a shop on campus for snacks. On both campuses students had to wait too long for meals. In Merchiston students were allowed into the refectory in groups of 30, meaning students at the end of the queue may have to wait up to 30 minutes to eat. In Colchester long queues were observed at all of the food outlets because of the large numbers of other people on campus using the same outlets, and inspectors were made aware of one student having to go to afternoon class without lunch. In 2018, an additional food venue has been added at Colchester. At Medway students have sole use of one of the restaurants. At both centres, staggered lessons and activity/excursion times mean that queuing is limited and at acceptable levels.

R6 In Merchiston the teaching and activity management and staff share a large, bright room with sufficient space for everyone to work and relax comfortably. For 2018, in Colchester there are two rooms for teachers, a room for activities staff, and another room for storage. Management have their own office. At Medway there is a large room for management and activities staff, a room for teachers and teaching resources, and the DoS has an office.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Every student receives a book with lesson materials for up to three weeks, and a student diary. The activities in the books requiring cards or exercises to be cut up have been prepared and placed in boxes to save teachers time and effort. The books are very professionally produced and, together with the diary, form a good record of the work the student has covered.

R8 The teacher's book for each level contains lesson plans and ideas. There are further resources available in each centre for the teacher to photocopy, and a good supply of shared resources on the online drive that all teachers can access.

R9 All classrooms have either an interactive whiteboard (IWB) or projector with laptop. Some teachers were seen using the technology quite competently. There is IT support available from the university staff.

Resources and environment summary

The provision meets the section standard. The Merchiston campus is a suitable environment for the summer centre with good classrooms and staff facilities. The Colchester and Medway campuses offer suitable spaces for staff and students for teaching, learning and relaxation. The learning materials support and enhance the studies of the students.

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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

This section was inspected and updated in July 2018.

T1 All teachers have a Level 6 qualification.

T2 In Medway, one teacher had completed a preliminary ELT course, but it did not have the required observed teaching component.

T3 The rationale was accepted within the context of this inspection: the ELT course had included the required number of hours of input and the teacher had had considerable relevant ELT experience.

T4 In Colchester, both the DoS and senior teacher are TEFLQ and have relevant full-time experience. In Medway the DoS is TEFLQ, and has relevant teaching and academic management experience. The senior teacher is not TEFLI. He has an MSc in TESOL and many years of relevant teaching experience. However, the observed teaching component of the MSc did not meet Scheme requirements. Nonetheless, their professional profile provides appropriate academic leadership.

T5 The rationale for the member of the academic management team was accepted within the context of this inspection on this basis of his relevant Level 7 award and long teaching experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated to classes based on their preferences and experience, whenever possible. Less experienced teachers are paired with experienced teachers for support, and especially when teaching a level that may be less familiar to them.

T7 Both centres were operating a zigzag timetable and teachers had a full teaching programme. Both academic managers were managing the quite complex timetable well; teachers were timetabled to develop a topic for lesson one across the week, and a second topic for lesson two across the week, and repeat this in the afternoon. In this way the volume of lesson planning is reduced. Care had been taken in both centres to ensure the age range in each class was no more than three years, making it easier for the teacher to choose suitable age-related topics.

T8 The senior teachers and the academic manager provide cover. See T11.

T9 The in-house learning materials are flexible and are based around weekly topics, which supports continuous enrolment well. There is good practical guidance on this in the teachers' handbook.

T10 In 2017 teachers at Merchiston received good guidance and support but staffing issues resulted in considerably less support for teachers in Colchester. In 2018, provision was similar at both centres visited. There are weekly training sessions organised at a time when all teachers can attend. These are based on needs as identified in spot observations and teachers' requests. There are regular morning and evening meetings. Senior teachers are available to offer ongoing support in the teachers' room.

T11 Teachers are told they will be observed at least once during their contract. In Merchiston all teachers had been observed and given feedback. In Colchester only one observation had been carried out by the end of week two, meaning a number of newly qualified teachers, in particular, had had no initial feedback on their teaching.

In 2018, all teachers at both centres had been observed at least once within the first two weeks of the beginning of

the course. The observations are followed up with verbal and written feedback. Some teachers have had second, fuller observations, and others are scheduled. However, some teachers at Medway had only been observed by the non-TEFLQ member of the academic management team.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The courses are based on in-house learning materials consisting of colour-coded workbooks covering weekly programmes for three weeks at five levels; the syllabus is topic based, with topics well chosen for the age range of the students. There is a clear focus on developing spoken confidence and fluency, with additional pronunciation exercises and ideas for video-based lessons. The workbooks contain the lesson materials, and the teacher's books contain lesson notes and further practical guidance.

T13 Considerable attention has been paid to the review of the materials. At the end of summer 2016 teachers provided detailed feedback on the books, and the feedback was seen on file. The DoS has incorporated many of the suggestions into the new versions for 2107, including removal of less popular topics, and a 'flexi book' in two colours to cover upper intermediate/advanced levels, which can be used to challenge students at higher levels.

T15 There is good advice for teachers in their handbook on ways to integrate independent learning strategies into lessons. There is space in the workbooks for students to take notes and record new vocabulary or challenging language points, and to fill in the aims of the lessons. The student diary has a weekly learning plan for students to complete but little use of this was seen in classes.

T16 The student diary acts as a good link between the English language programme and the activity programme. There is a section related to the leisure programme with information and quizzes about the excursions and aspects of UK culture, as well as activities to do outside class, and related vocabulary. Activity sheets for each excursion have been drawn up by head office staff who 'try out' all the excursions and materials outside the summer months before they are included in the programme.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 All new students are tested on arrival. Continuing students are taught in 'holding classes', often very large groups in the lecture theatres, using material from the student diary. This ensures that new materials are used only when the classes for each week have been formed.

T18 There are ideas in the teacher's handbook for short assessment activities to check students' progress. Students are encouraged to record their learning achievements every week in the self-assessment section of their student diary.

T21 Every student receives an end-of-course certificate, which has information about their level, and comment from their teachers on their commitment to learning during the course.

Classroom observation record

Number of teachers seen	8 (Edinburgh Napier Merchiston); 13 (Colchester)
Number of observations	21
Parts of programme(s) observed	General English morning and afternoon classes

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally had a good knowledge of the language and were able to provide clear explanations. Mostly clear models of written and spoken English were given but written models, new vocabulary for example, were not written up with helpful supporting information, such as stress marks or parts of speech. Spoken models were not practised enough for all students to benefit. In one centre, where nearly 90 per cent of the students had the same first language, no attention was seen to be paid to addressing any of their specific pronunciation features.

T24 The materials used were appropriate and the topics mostly relevant and of interest to the students. Some teachers had planned for differentiation and were able to provide additional tasks for students who finished quickly.

T25 Most lessons had clear learning outcomes and many teachers listed these for students on the whiteboard. In some classes video clips and visual materials had been planned in for variety and to exploit topics well. In general the sequence of activities was coherent.

T26 A range of teaching techniques was seen. Teachers generally used nomination, elicitation and prompting well, gave clear instructions and demonstrated activities to help students understand what to do. In better segments teachers had good techniques for pre-teaching vocabulary and checking meaning, but in weaker segments teachers relied on asking for definitions and often explained new vocabulary themselves.

T27 Where classroom size permitted, teachers made good use of the space and introduced activities where students could move around and interact. In smaller classrooms students had no opportunity to move, and interaction was limited to teacher to student, and pair work between neighbours. Some teachers used the workbooks well, introducing personalised examples and extending the topic in creative ways, but others need more guidance on how to make the materials more engaging for the students.

T28 Teachers gave frequent encouragement and praise. Some teachers used a good range of correction techniques, including promoting self- and peer-correction, making notes for delayed correction, and effective use of gesture. In weaker segments there were missed opportunities for correction.

T29 There was little evidence of teachers checking that students had learnt the target language. Although some teachers recapped at various stages of the lesson on the language learnt, they did not use any short activities to check that all students had learnt and could use the target language.

T30 In some classes, particularly in the late afternoon, there was a lack of pace. Students were spending time reading texts and answering questions in the book, and were clearly disengaged. In stronger segments students were enjoying talking about their own life and preferences in relation to the topics, there was some energy in the delivery of the lesson, and good rapport between teachers and students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from just satisfactory to good, with the majority of lesson segments observed judged to be satisfactory. Teachers generally had a good knowledge of the language and produced accurate models. The materials were appropriate and lesson planning efficient. A range of teaching techniques was seen, materials were mostly used well and, where classroom space was sufficient, students were involved in interactive activities. Some teachers used a good range of correction techniques. In classes delivered with good pace and personalisation of topics, students were clearly engaged. Some teachers need guidance on how to make the materials more engaging for younger learners. There were few techniques seen for checking learning.

In classes observed in 2018, students were generally engaged and enjoying a positive learning atmosphere in all the ten-minute segments seen.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Timetabling is handled well. The in-house workbooks and student diary are very appropriate for the courses being run, and the student diary is a useful link to the activity programme. The placement of students is satisfactory. Observation of teachers and CPD sessions were in place. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 For both campuses visited, risk assessments and fire safety measures are in place. At Merchiston, appropriate steps are taken to ensure the safety and security of students at all times. Students wear lanyards and carry the emergency contact number with them. The site is secure and the organisation works closely with local staff and group leaders to minimise any potential risks. In the morning shuttle buses are provided to transport the students from the residences to the campus. When walking back to the residences after classes, students are accompanied by St Andrew's College activity staff and by group leaders. The situation at the Colchester campus in 2017 was not satisfactory. Measures in place, and security arrangements, were not sufficient to ensure the safety of the students on this large, open-access campus with its many other visitors and course participants.

Previously only management staff were residential at the three English centres, but in 2018 these centres now have residential teachers and activity leaders. This has made it possible to increase the levels of supervision and there is an effective patrol system in place during lessons, break and meal times. The rule about wearing lanyards is enforced.

W2 There are suitable numbers of appropriately trained staff to provide effective pastoral care on both campuses visited. Students are informed at induction of the pastoral care available and are encouraged to seek help if they need it. Information is available in the student handbook and displayed in the main information areas. Students' needs based on religious observance are catered for and a quiet room is available in both centres. Group leaders on both campuses confirmed that students' needs were well met and they, and their students, were very clear who to refer issues to.

W3 On both campuses there is a clearly named person students can go to with any problems. The member of staff is introduced at induction, and names and photos displayed in the student handbook and in the main information areas.

W4 Information is available in the student handbook and in policies and procedures for staff in their handbook. Clear and effective cartoon images, prominently displayed, draw students' attention to areas of unacceptable behaviour. There is a great deal of support available for students, and staff have received training to help them to identify and deal with any instances of abusive behaviour.

W5 Students are issued with a 24-hour emergency contact number which they carry on their lanyards. The wearing of lanyards at all times is not enforced rigorously enough on the Colchester campus. See W1.

W6 The college has appropriate and effective measures to take students from UK airports to the centres. In Scotland St Andrew's staff meet all arrivals and in England a registered travel company is used if no St Andrew's staff are available. Group leaders and students reported that all transfers had been entirely satisfactory. There are systems and procedures in place to deal with any unforeseen circumstances.

Accommodation profile

Residential accommodation is provided at all centres. One inspector visited the accommodation on the Merchiston and Colchester campuses. In Edinburgh, the student residence is ten minutes' walk from the main teaching and dining area on campus, and has single rooms with ensuite facilities. These are located in flats of four or eight rooms. Students can use the communal kitchen to socialise. The front door of the flat and all internal rooms are

lockable. There is a large social space which is sometimes used for evening activities. Students are always accompanied when walking to and from the residence to the main teaching block and shuttle buses are used to transport them in the mornings.

Group leaders and a minimum of three members of St Andrew's staff are accommodated in the residences overnight. Group leaders are responsible for their students between 23.00–07.00.

On the Colchester campus, students are housed in a hall of residence a short distance from the main teaching area. The accommodation is in lockable, single, ensuite rooms in flats of six, seven or eight rooms. There is a shared kitchen and communal area. Students are not accompanied when walking to and from the residences. Group leaders and a minimum of three members of St Andrew's staff are accommodated in the residences overnight. Group leaders are responsible for their students between 23.00–07.00.

On the Medway campus, students are housed in five different residential blocks. The accommodation is in single ensuite rooms in flats of five to nine rooms. There is a shared kitchen/relaxation area in each flat. Group leaders and St Andrew's staff are accommodated in the residences overnight. Group leaders are responsible for their students between 23.00–07.00. In all centres the allocation of rooms is undertaken by the group leaders. All kitchen appliances are disabled.

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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Both residences visited provide the facilities and services required. Laundry arrangements are explained in publicity and pre-course information.

W14 Students complete a first-week questionnaire, where they are also asked about their accommodation. Group leaders and students were generally positive about the accommodation being offered in both centres.

W15 In 2017, the inspectors ate lunch on both campuses and felt there were generally insufficient healthy options on offer. In Colchester one of the students' most popular daily eating options was a fast-food outlet serving only burgers. In the student focus groups, however, students reported the food to be generally satisfactory in both centres. In 2018, both Medway and Colchester campuses offered a good variety of nutritious hot and cold food.

Accommodation: homestay

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

Comments

Homestay accommodation is not offered.

Accommodation: residential

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

Comments

W22 Residences in both centres are regularly cleaned to a high standard.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Excursions are well planned so that students are introduced to a variety of interesting places in the UK. Classroom tasks and materials used before and after the excursions encourage students to get as much as possible out of the trips, and there is a bank of resources and activities for students to do while on the trips.

W27 The leisure programmes are generally well organised and resourced. There is a good variety of sports and activities, with plenty of student choice. Activity leaders are asked for feedback after each session they have led and this feedback informs the development of the programme. Both sites can provide alternatives in case of wet weather. Students and group leaders in both centres were very happy with the leisure programme provided.

W28 Risk assessments have been carried out for all excursion destinations and in-house activities. All activity leaders have a full induction where part of their training provides guidelines on how to develop risk assessments and respond to situations where students might be at risk. If group leaders wish to take their students on any additional excursion they are asked to work with St Andrew's staff to create a specific risk assessment.

W29 Activity leaders are employed because of their interests and skills, and are assigned to activities which allow them to develop their areas of expertise. More experienced members of staff provide them with support, training and guidance.

Welfare and student services summary

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information and leisure activities. The residential accommodation is entirely satisfactory and students benefit from a well-organised programme of activities and excursions. *Leisure opportunities* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input 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 type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

This section was inspected and updated in July 2018. All courses in 2018 are for students aged 11–18.

C1 The safeguarding policy covers satisfactory procedures for handling delayed suitability checks, which staff are aware of. Input into the review and updating of the policy and safeguarding procedures has been provided by a professional consultant.

C2 External training sessions have been attended by head office staff. Head office staff are qualified to train others in the organisation, and all staff receive safeguarding training during their induction.

C4 Suitability checks and two references are required and on record for all newly recruited staff. Staff recruited from abroad and group leaders have police checks. However, in a few cases suitability checks up to three years old have been accepted from previous employers.

C5 Sufficient staff, as well as group leaders, patrol and supervise students throughout the day on campus. Students are identified by their lanyards. Attendance at afternoon and evening activities is compulsory and students have to sign up to one of the options on offer. However, monitoring of attendance at activities is not always effective and there are no sanctions in place for non-attendance.

C6 Rules are made clear to students and arrangements are in place for the supervision of students during free time both on the campus and during excursions.

C8 Arrangements are in place to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

Care of under 18s summary

Overall the provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. However, requirements for suitability checks are not adequate and the rules about attendance at all parts of the programme are not always enforced.