

Organisation name	West College Scotland
Inspection date	8–11 October 2018

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation. However, evidence must be provided within three months to demonstrate that weaknesses in publicity and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited West College Scotland in October 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large college of further education offers courses in general English and ESOL for adults (16+).</p> <p>Strengths were noted in the areas of premises and facilities, learning resources, academic staff profile, course design, learner management, and teaching.</p> <p>The inspection report noted a need for improvement in the area of publicity.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Reid Kerr College in Paisley, the part of James Watt College in Greenock, and Clydebank College merged in 2013 to become the Paisley, Greenock and Clydebank campuses of the new West College Scotland. There are also two small satellite campuses, one in Paisley and one in Greenock. In recent years only Paisley and Clydebank have consistently run ESOL/EFL courses. West College Scotland has some 30,000 students and 1,200 staff.

The college's English language teaching consists of ESOL courses for students who live in and around Glasgow and for recently arrived refugees from conflict zones. Recently courses that also include subject study (English Plus) have been introduced.

Meetings were held with the assistant principal, the head of sector: hospitality, tourism & languages and business, the two curriculum quality leaders: languages, the organisational development manager, the quality assurance and examinations manager, the director of student services and communities, the head of student services, the student services advisory co-ordinator, the school liaison manager, the marketing/PR executive, and a sector administrator.

There were two teacher focus groups and two student focus groups, at Clydebank and Paisley. All teachers timetabled during the inspection were observed.

Address of main site/head office

Clydebank Campus, 2 Aurora Avenue, Queen's Quay, Clydebank G81 1BF

Description of sites visited

The campuses are all on or near the banks of the Clyde to the west of Glasgow. Clydebank is a large and relatively new building, completed in 2007. Paisley (Renfrew Road, Paisley PA3 4DR) is located to the south of the river; there are a number of older buildings on the campus but the English language teaching all takes place in a recently-completed block. Both campuses have, in addition to classrooms and specialised teaching premises for vocational training, facilities for student relaxation and a number of catering outlets. There are staffrooms on both sites.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Most of the courses run year-round are full-time (16 hours per week) courses in general English/ESOL. There are also some evening part-time courses. English Plus courses are also run; they consist of tuition in English and in a number of subject areas such as tourism and care. English courses for refugees are run at the Greenock campus when required; there were no such courses taking place during the inspection. In the summer there is a three-week course in general English/ESOL.

Accommodation profile

No accommodation is provided by the college. All the students live in the community or arrange their accommodation independently before starting their course.

Summary of inspection findings

Management

The provision meets the section standard. The strategic and quality management of the college is responsive and effective. Staff management and development is of a good standard but compromised by the absence of teaching observations and a full appraisal system. Student administration operates effectively. Publicity contains some flaws and is in need of improvement.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The college campuses are convenient and well maintained, and provide a pleasant general environment. The classrooms are appropriately furnished and equipped. Learning resources, in terms of facilities, equipment and materials, are of a high standard. Premises, facilities and learning resources all support and enhance the studies of students, and provide a professional environment for staff. *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. The academic staff are well qualified and experienced and well supported by their academic managers and administrators. The courses are well organised, resourced, and reviewed in the light of feedback. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed easily met the requirements of the Scheme. *Academic staff profile*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Students benefit from well-managed student services and procedures which meet their needs for security and pastoral care. No accommodation is provided and there is no leisure programme.

Safeguarding under 18s

The provision meets the section standard overall. A safeguarding policy is in place and appropriate training is given to those involved with U18s. Safer recruitment procedures are partially followed but references do not check the suitability of applicants to work with under 18s. Emergency parental/guardian contact details are not verified.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
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 is a clear and comprehensive statement of the values of the organisation contained in a new strategy *Collective ambition, pride, passion, inspirational and innovative* currently being launched by project teams across all campuses and staff categories, supported by news emails and items on the opening page of the college intranet.
M2 Objectives and plans are explicit in the strategy and are informed by a comprehensive skills survey undertaken by the college, the first of its kind in the Scottish FE and HE sectors.
M7 There is a robust system of review beginning at the micro class and team level and leading to annual curriculum evaluations that are incorporated in a cross-college evaluation *How good is your college?* This is done in a manner that uses Education Scotland criteria and anticipates the inspections that it makes.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Job descriptions were comprehensive but had not been recently reviewed.
M11 The induction procedures are robust with long checklists for both administrative and teaching staff, follow-up activities after one and three months, and the nomination of a buddy.
M12 There is no appraisal system for administrative or teaching staff. Instead a new system of continuing professional development (CPD) interviews between staff and their line managers is currently being introduced. This system is cross-college and replaces the legacy colleges' separate professional development systems.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

All criteria in this section are fully met.

Publicity	Need for improvement
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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not 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.	N/a
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the primary source for publicity but extensive use is also made of social media.
M22 There are instances of improbable and unsubstantiated claims. The website suggests that students 'will be able to get a job' once they acquire the English skills provided by the course. Teaching is described as 'great' without any evidence to substantiate this claim.
M24 Course descriptions are extremely limited.

M26 There is no information about the level of care and support given to under-18s.

Premises and resources

Premises and facilities	Area of strength
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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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 buildings used for ESOL on both campuses are modern and purpose-built. They are in an excellent state of repair and are well decorated and clean.

P5 Signage is good at both campuses and there are ample facilities for the display of general information.

P6 There are spacious staff rooms with a work space for each teacher. The staffrooms have kitchens attached or nearby.

Learning resources	Area of strength
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.	Strength
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.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 There is a very good range of resources available for teachers including many on the college intranet and a newly introduced 'sharedrive'.

P10 Clydebank has a large and well-equipped library with some 50 computer workstations. The library at Paisley is somewhat smaller but still has around 30 workstations. There are good numbers of graded readers in both as well as reference and support material for learning English.

P12 The extensive course review structures include review of materials. The materials in the teachers' room were well organised and it was clear that there was a process of removing unwanted older materials and replacing them with newer ones.

Teaching and learning

Academic staff profile	Area of strength
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 Ten of the eleven teachers are TEFLQ.	
T3 The teaching team is extremely experienced and very well equipped to meet learners' needs.	
T4 Both academic managers are TEFLQ and have long experience of the type of teaching they are managing.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
Comments	
T10 Although there are a number of peer observations, no management teaching observations take place following an agreement between the FE sector and the trade union. Monitoring is therefore indirect, utilising findings from events such as class representatives' meetings.	
Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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.	Met
Comments	
T11 The Scottish Qualifications Authority (SQA) ESOL framework is used as the basis for course design, together with associated materials it produces; students are prepared for SQA assessments. The full course design contains a balanced mix of general English and SQA transferable skills; materials to achieve these outcomes include, in addition to those produced by the SQA, coursebooks and a range of handouts produced in house.	
T12 There is a range of course review mechanisms. At the end of each year there is curriculum review by the ESOL team with a number of performance indicators related to achievement and retention; this is then discussed in a 'portfolio review meeting' with senior managers. There is also an internal verification process and external verification by the SQA takes place from time to time.	
T15 Each course includes a project that is designed to take the student out of the classroom and into the college or wider community in some way. Students take ownership of the project, supported by their teachers, and function actively in a wider context.	
Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or	Strength

classes where necessary.	
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Education Scotland has developed an initial assessment instrument that is used in all Scottish FE colleges. Its efficiency is demonstrated by the extremely low number of students who are required to change class after their initial placement. This instrument is supplemented with in-house initial assessment materials.

T19 Learning support is provided by teachers and, if necessary, by a number of support services within the college, particularly 'Enabling Services'; there was evidence during the inspection that this department was supporting two students with dyslexia.

T22 Students are briefed in block two about opportunities within the college and the local universities hold information events during the academic year. The Guidance sessions also provide an opportunity for students to discuss future academic plans. There is also an advice and guidance centre in the college where, for example, students can be assisted with UCAS applications. The English Plus courses function as a foundation course for many of their students who move on to NC or HNC study in their chosen subjects.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

Eleven teachers and both academic managers were 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.	Strength
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.	Met
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 the teaching staff had a sound understanding and awareness of the use of English and of its language systems. Good use was made, for example, of phonemic transcription. They provided appropriate models of the language, and were able to provide concise and useful examples of new language.

T24 The content of all sessions observed was entirely appropriate to the needs of the participants and their cultural and personal backgrounds. Class profiles were of a high standard. Plans were generally thorough and realistic in terms of what could be achieved, with nicely varied activities which took account of the participants' attention spans and listening skills.

T25 All lessons observed were coherent and focused, but not rigid, allowing for useful deviation. Lessons appeared to be leading to relevant outcomes, although these had not always been shared with the participants.

T26 Lesson segments observed were designed, generally, to enable the participants to take an active role. Elicitation, concept checking and nomination were used well and a wide range of other techniques was seen. When praise was used, it was genuine and sincere.

T27 The environment and resources were well managed. Teachers made confident use of the technology and used traditional whiteboards efficiently through, for example, the use of colour coding. Instructions were clear and

generally checked.

T28 In the best segments errors were picked up and explored with the rest of the class, but not a lot of oral correction was observed; some significant pronunciation errors went uncorrected.

T29 Tasks, activities and effective concept checking helped to evaluate whether learning was taking place. Review of previous learning was seen in many segments, but there was little evidence of teachers making explicit what precise learning had taken place in the lesson.

T30 Language levels were well pitched; participants were well paired and grouped; and personalisation was evident with references to students' home contexts and interests. Teachers displayed a light touch. All of this ensured the participants were engaged, motivated and purposeful.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall. Teachers' knowledge of the systems of English was sound and lesson planning was thorough. Classroom resources and interactions were very well managed and, together with a wide variety of teaching techniques and teachers' ability to establish rapport, resulted in a high level of student engagement, reflected in positive student comments.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	N/a
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.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 This criterion is fully met. In addition, there is a specific senior manager who is responsible for health and safety and staff from different areas of the buildings are trained as fire marshals.

W3 ESOL students benefit from the comprehensive pastoral care services that operate across the different college departments and campuses. These include counselling, 'time4you' services and a multi-faith sanctuary space with a volunteer support team.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments	
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None.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments	
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None.

<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	
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The applicable criterion in this section is fully met.

Leisure opportunities	
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.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

Comments	
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W23 There is no leisure programme because all students are resident in the local community and have their own social networks. Students receive information about and have access to occasional activities that are available through other college departments and college noticeboards feature information about some local events.

Safeguarding under 18s

Safeguarding under 18s	
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.	N/a
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.	Not 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

There were six under 18s enrolled on ESOL courses at the time of the inspection. All were living in the local community with parents, guardians or other family members except one refugee whose accommodation had been arranged by the local authority and was overseen by his social worker.

S4 Staff references are taken up but reference requests do not enquire about the person's suitability to work with under 18s.

S8 An emergency contact number is collected at registration but there is no check to whom it belongs, for example, parents, legal guardians, or a nominated representatives.

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	2010
Last full inspection	2014
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) at this centre	Full range of FE courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

State sector

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

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	Greenock Campus Used for classes for Syrian/Afghan refugees when needed by Refugee Resettlement Programme.

Student profile	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	318	318
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	24	84
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	348	408
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	17–60	17–60
Adult programmes: typical length of stay	One academic year (nine months)	One academic year (nine months)
Adult programmes: predominant nationalities	Polish/Syrian/Sudanese/ Latvian/Lithuanian/Brazilian /Romanian/Afghan/Iraqi	Polish/Syrian/Sudanese/ Latvian/Lithuanian/Brazilian /Romanian/Afghan/Iraqi

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	13
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	Large number of college staff	

Academic manager qualifications profile

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
Academic managers can be timetabled to teach up to 12 hours per week.	

Teacher qualifications profile

Profile in week of inspection	
	Number of teachers
Professional qualifications	
TEFLQ qualification	10
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	
None.	

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
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	60	5
Staying in privately rented rooms/flats	282	1
Overall totals adults/under 18s	342	6
Overall total adults + under 18s	348	