

Organisation name	St Andrew's College Language Schools, head office Glasgow
Inspection date	5–8 July 2022

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 submitted within three months to demonstrate that weaknesses in S7 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited St Andrew's College Language Schools in July 2022. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

St Andrew's College Language Schools (SACLS) 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.

The company head office is in Glasgow and in summer 2022, 11 centres were running on university campuses across Scotland and England. This compliance-only inspection, part of which was conducted remotely, took the equivalent of four days. One centre was visited in person by both inspectors, and two others, as well as the Head Office (HO) meetings, were conducted remotely. In each centre, meetings were held with the centre manager (CM), the director of studies (DoS), the activity and excursion manager (AEM), and the welfare coordinator (WC). Group meetings were held in all centres with teachers, students, and group leaders (GLs). In two centres, group meetings were held with activity leaders (ALs). The residential accommodation was visited in person by one of the inspectors on one site and virtual tours were given on two sites. The inspection included a virtual tour of main school premises inspected remotely. Students and staff were also asked to comment on the state of the premises. All of the teachers timetabled to teach ELT in the three centres visited were observed. HO meetings were held with the managing director (MD), the CEO, the summer school operations managers (SSOs) for Scotland and England, the operations coordinators (OCs) for Scotland and England, and the DoS for the entire organisation.

Address of main site/head office

The Pentagon Centre, 36 Washington Street, Glasgow G3 8AZ

Description of sites visited/observed

All the sites listed here were in use at the time of the inspection.

The University of Greenwich, Avery Hill Campus (Bexley Road, London SE9 2PQ) is located in a residential area between Eltham and New Eltham train stations. SACLS has use of seven classrooms in three buildings located around a single courtyard. The courtyard includes paved areas, lawns and seating areas. The centre has exclusive use of three accommodation blocks on campus for students and one for staff. There is an office space for the academic team and another for management and activities in a separate building. They have shared use of the canteen, sports hall, and lecture theatres. There are also a shop and laundrette onsite.

The City of Glasgow College campus (21 Thistle Street, Glasgow G5 9XB) is situated in the Laurieston area of Glasgow, beside the River Clyde. SACLS has use of ten classrooms all within the same building. There is a large office for the entire SACLS team in the same building, and the canteen can also be found here. There is a large foyer with seating areas. The centre has shared use of two accommodation blocks, one across the forecourt from the classrooms, and another just outside the campus, across a road. There is a laundrette on site and a number of vending machines within the main building used.

The university of Sussex campus (Falmer, Brighton BN1 9RH) is located approximately four miles north of Brighton rail station. SACLS has use of eight classrooms all within the same building, along with a large office for the entire SACLS team. They have shared use of the canteen in a separate building, as well as shared use of indoor sports facilities. There are two shared accommodation blocks for students and one for staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

SACLS offers vacation courses of between one and six weeks for students aged 11 to 18. Courses comprise 15 hours of English language lessons per week with a full programme of excursions and activities.

Management profile

At HO, the MD has overall responsibility for the management of the organisation. The CEO reports to the MD and in turn manages the OMs for both Scotland and England and the DoS. The OMs manage the OCs for their respective countries. The OCs have a roaming role and spend much of their time visiting centres whilst courses are running. The OCs line manage the CMs and AEMs on each campus whilst the DoS at HO manages the DoSs at each centre. On campus, the AEMs and CMs manage the ALs, and the DoSs manage the teaching teams.

Accommodation profile

The accommodation is in residential blocks on campus apart from one at Glasgow College which was just outside the campus. Students have single or shared en-suite bedrooms in flats of between four and six bedrooms with a common kitchen/relaxation area.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision is well resourced, very effective and clearly operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. An excellent range of in-house materials are used and the process of review is well documented.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive practical guidance to ensure that they support students effectively in their learning. Courses are purpose designed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, information and leisure activities are met. The level of pastoral care is very good, and the full programme of excursions is very well organised and popular. The accommodation provided is suitable.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the school, and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
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.	Met

Comments

There is a very clear statement of goals and values, and this is made known to staff through documentation and training. Objectives for the future have been understandably short term but it was clear from meeting minutes how steps have been taken towards achieving them. There is a clear structure in place for the organisation and this is very well presented to staff in handbooks and induction presentations. Communication and feedback systems are very effective, and all staff, group leaders (GLs), and campus representatives commented very favourably on this. Feedback meeting minutes, and action plans provide ample evidence that the organisation prioritises the review of systems and processes.

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.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

A comprehensive list of HR policies is in place and the majority of staff felt well supported in their roles. Although in general, job descriptions contain a good level of detail and show evidence of review, that of the welfare coordinators was missing details of their safeguarding responsibilities. Recruitment and induction systems are well designed and effective. The appraisal system is very effective with all staff receiving initial and end-of-programme appraisals. Continuing professional development records show a company-wide commitment to professional development.

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

Feedback from both students and GLs confirmed that SACLs provides a high level of customer service. Information provided on course choices is well designed and again GLs confirmed that they were further supported during their

stay. Administration systems are perfectly suitable and student records were all up to date. Systems for monitoring attendance are particularly thorough and information regarding the kinds of behaviour which might result in a student being asked to leave the course, as well as how students can make complaints, is very clear.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, digital brochure, and a number of social media channels. The website and brochure are considered the main media of publicity.

The website and brochure are attractive, and all information contained therein is accurate and gives rise to realistic expectations. The language used throughout is appropriate and information on courses, including costs, is clear and easy to find. Although details on the level of care and supervision for under 18s was generally accurate, the role of GLs in providing overnight supervision was not made clear. Accommodation and staff qualifications are described accurately and claims to accreditation are in line with Scheme requirements.

Premises and resources

Premises and facilities	Met
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.	Met
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.	Not met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

Premises at all three centres visited provided a comfortable environment for students and staff and were in at least a fair state of repair. Classrooms were of various sizes, but all were sufficient for the number of students and benefited from natural light. Drinking water was freely available in a number of places at one centre (COGC) but at the other two centres, there was only a single place to fill up water bottles and this was not close to classrooms. Signage was adequate and space for staff to work and relax was sufficient.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

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

Comments

Students all receive a coursebook which is produced in house at SACLS. Teachers are further supported by a digital drive with links to further resources including video and audio materials linked to lesson materials. Educational technology is well maintained with support available on site and all teachers received a good level of training at induction. Evidence was seen that the review of resources is constant and that both student and staff feedback is used to inform this.

Teaching and learning

Academic staff profile	Met
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.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The vast majority of teachers across all three centres have the appropriate Level 6 and teaching qualifications. Measures put in place to support the few teachers with non-standard qualifications are supportive and practical. A policy rationale was provided and accepted in the context of this inspection. Teachers have a good range of experience, particularly with young learners. The academic management teams have an appropriate professional profile and are further supported by the DoS at HO.

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.	Met

Comments

Systems for matching teachers to courses are sensible and timetabling is efficiently managed. Cover for absent teachers is suitable and teachers receive effective guidance on the management of continuous enrolment. Teachers felt well supported by their managers and systems for the monitoring of teachers' performance are in place.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met

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.	Not 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.	Not met
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

SACLS has produced their own coursebooks which are well matched to their student demographic and based on clear principles of course design. Interviews with staff confirmed that both student and staff feedback is central to the review of course design. Outcomes are made known to students throughout the coursebook and teachers also reinforced this during lessons. SACLS also provides every student with a 'student diary' which contains lots of useful material linked to excursions as well as a focus on study and learning strategies. However, no evidence was seen of these being used.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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 classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	N/a

Comments

The placement of students is well managed, and teachers are provided with adequate support to enable them to assist in this procedure. Systems are in place for teachers and students to monitor progress using the course materials, and requests from students to change class are handled sensitively. Academic certificates and reports contain a good level of detail with an emphasis on student engagement.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
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.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Not met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not 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.	Met

Comments

T23 In the majority of segments seen teachers provided accurate and clear models of English. In the stronger segments, teachers showed sound knowledge of the language, but in isolated examples there was some confusion over meaning and inaccurate models were given.

T24 The in-house course materials are designed with their student demographic in mind and both topics and activities were appropriate.

T25 Learning outcomes are made clear in the coursebook, and lessons follow a coherent series of activities.

T26 In the majority of segments, a fair range of teaching techniques was seen. This included elicitation, nomination of individuals, checking of instructions and concepts, and short competitive activities appropriate to young learners. In the weaker segments, there was unnecessary echoing of students by the teacher, and a lack of nomination permitted stronger students to dominate.

T27 In some cases, teachers made best use of the space and exploited the coursebook materials well. In many however, classes were somewhat static with students sitting in rows. Consequently, these segments were very teacher centred.

T28 In the majority of segments seen, opportunities to provide feedback on students' performance were missed.

T29 The coursebook materials and plans give students and teachers opportunities to evaluate learning for every lesson.

T30 All teachers were friendly and showed appropriate interest in their students. Due in part, at times, to the classroom set up, there were cases of excessive teacher talk. However, the majority of teachers were dynamic, and students were engaged with their learning.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. The majority of teachers demonstrated sound knowledge of the language and lesson content was appropriate to the age and interests of the learners. Learning outcomes were achieved through a coherent sequence of activities. A range of teaching techniques was used but in a number of cases, the classroom environment could have been better managed. Opportunities for feedback were not always taken but teachers created a positive environment and students were engaged.

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.	Met
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.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Effective procedures, in conjunction with the hosting organisations, are in place to ensure the safety and security of students. There is a plan to respond to emergencies both on and off site. Managers and staff are aware of the procedures, and students are informed as necessary. Pastoral care is good and is shared between group leaders and St Andrew's staff. The welfare coordinator takes responsibility for the care of any individual students. There are effective policies to promote tolerance and respect and procedures for dealing with abusive behaviour. Relevant

aspects of these are presented in a very accessible way to students. Students wear lanyards at all times and the emergency number is on the card. Students have a thorough welcome and induction when they arrive at the centre, and they also have a very useful and well-presented handbook. Health risk assessments have been carried out and first aid cover is always available on site because, as well as the welfare coordinator, all security guards are first aid trained.

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

Comments

The residential accommodation at the three sites varied in standard, but all were satisfactory, and one (COGC) was of a very good standard. Service agreements with the hosting organisations are thorough, and cleaning and laundry arrangements satisfactory. St Andrews staff carry out individual room checks before each new arrival. Procedures for identifying and solving problems are effective. The meals at all three sites were varied, and healthy options readily available. Special dietary needs were being catered for. Packed meals are prepared for excursions and available for students on arrival if they arrive after the canteens have shut. Students were generally positive about the meals.

<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

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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Met
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

The leisure programme is varied and very well organised, with a very full programme of full or half-day excursions. All transport is by private coach. There is an evening programme of varied activities and sports to suit a range of interests. There are comprehensive risk assessments for every activity, excursion and any free time allowed. Activity leaders are given a very thorough induction and a useful manual. Before each trip they are well briefed about the risks and what to do in an emergency.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Not 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

The age range is 11–18. All but 25 of the students at the time of the inspection were under 18.

The safeguarding policy covers all required areas. The designated leads and all managers at head office have received specialist-level training and all centre staff, as part of their two-day induction, have received training to advanced level. The welfare coordinator at each centre is the local designated person. Parents or guardians receive information about the level of care and supervision provided and complete a parental consent form, which covers unsupervised time both on site and during excursions. Safer recruitment procedures are followed closely and there are risk assessments in place for any staff with delayed suitability checks. There are adequate supervision procedures in place during scheduled lessons and activities and during free time. Measures include the compulsory wearing of lanyards, compulsory attendance at all leisure programme activities, and regular roll calls. At night, between midnight and 08.00 the group leaders are responsible for the supervision of their students. This is made clear in group leader agreements. Group leaders are permitted to allocate the bedrooms, but there are no procedures in place to check or monitor the suitability of the room allocations. Effective measures are in place to enable 24-hour contact between the school, parents and guardians or the agents.

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: multicentre

Inspection history	Dates/details
First inspection	July 2009
Last full inspection	July 2017
Subsequent spot check (if applicable)	July 2018
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2002
Ownership	Name of company: St Andrew's College Language Schools Ltd Company number: SC228735
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	421 The Pentagon, 36 Washington Street Centre Glasgow G3 8AZ
Name and location of centres offering ELT at the time of the inspection but not visited	Queen Margaret University, Edinburgh Merchiston Castle School, Edinburgh Stirling University, Stirling University of the West of Scotland, Paisley Campus University of Essex, Colchester Campus Greenwich University, Medway Campus, Chatham Greenwich University, Avery Hill Campus, London University of Kent, Canterbury University of Gloucestershire, Oxstalls Campus
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	University of Greenwich, Avery Hill Campus
2. Name of centre	City Of Glasgow College, Riverside Campus, Glasgow
3. Name of centre	University of Sussex, Falmer Campus, Brighton
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5

Homestay	0	0	0			0	0	0		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	14	5	6			297	141	216		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family	0	0	0			0	29	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
	Adults					Under 18s				
Overall totals	14	5	6			297	170	216		

Centres	1	2	3	4	5
Overall total adults + under 18s	311	175	222		