

Organisation name	University of the Highlands and Islands (UHI), Perth
Inspection date	19–21 April 2023

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 M3, T7, W2, W26 and S2 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited UHI Perth in April 2023. 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 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.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.</p>

Introduction

UHI Perth is part of a network of institutions in Scotland which forms the University of the Highlands and Islands. It has approximately 300 lecturers and caters for around 9,000 full and part-time FE and HE students.

ELT is provided through the Language School, which sits within the Creative and Cultural Industries area headed by the sector development director. In addition to a sector manager who manages the Language School, there are three permanent full-time members of staff, five part-time permanent and two part-time temporary members of teaching staff. The Language School offers full-time general English courses, courses for closed groups and language support for international students on mainstream courses.

This compliance-only inspection took two days. Two inspectors, one of whom was working remotely, held meetings with the principal and chief executive, the head of estates, the head of student experience, the sector development director creative and cultural industries, the quality manager, the sector manager, the human resources and organisation development business partner, the director of international partnerships, the student services manager, the mental health co-ordinator, the health, safety and wellbeing adviser, the marketing team leader, an international centre administrator, the international centre compliance officer and the MIS accounts administrator and professional services business partner to the Language School. Focus groups were held with teachers and students. One inspector carried out remote visits to two homestays. All language teachers timetabled during the inspection were observed.

Address of main site/head office

UHI Perth, Crieff Road, Perth PH1 2NX

Description of sites visited/observed

UHI Perth is situated on the outskirts of Perth city centre, on a compact campus with all buildings, including halls of residences and a gym and leisure centre, within easy walking distance. The campus has a mixture of refurbished old and new buildings, many green spaces and views of the surrounding mountains. The Language School is located in the Goodlyburn Building and has exclusive use of six classrooms on the top floor. The Language School staffroom and the sector manager's office are on the same floor. The library and the IT suite are located in the main building, the Bahrn Building, as are the International Centre, most of the administrative offices and the main food court.

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

Comments

At the time of inspection there were no fee-paying students in the Language School. It was offering full-time general English classes for locally-based students aged 16 and above and all were funded. Students aged 16+ are enrolled on adult courses. One closed group course for students from a partner institution had run in the 12 months preceding the inspection. One-to-one support was also provided for students on mainstream courses.

Management profile

The sector manager for the Language School is line-managed by the sector development director of Creative and Cultural Industries.

Accommodation profile

The college only offers homestay accommodation. Students over the age of 18 may opt for self-catered accommodation within a homestay.

Summary of inspection findings

Management

The provision meets the section standard. In general, the management of the provision operates to the benefit of students and staff although cover for long-term absence impacts negatively on some systems. There is a need for improvement in *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. A wide range of learning resources is available and guidance on the use of these resources is provided for staff and students where needed.

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 sufficient guidance to ensure that they support students effectively in their learning but some aspects of academic management had not been fully addressed due to staff shortages. Overall, courses are structured and managed 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. In general, the needs of students for security, pastoral care, information and leisure activities are met. Students also benefit from well-managed student services, including out-of-class activities and, when needed, suitable accommodation.

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 organisation and in any leisure activities or 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.	Not 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

The goals and values of the organisation are clearly articulated in the recently launched strategic plan. The plan has been shared effectively with staff and students. Staff teams have been involved in the operationalisation of the new

plan and there is a clear management structure. There are effective communication channels with management and between staff through meetings, email and the use of an instant messaging app. Feedback systems are comprehensive and review systems robust and well-implemented. The ability to fully manage and deliver the programmes has been compromised recently by a lack of staffing which has left the sector manager providing extensive cover for staff absence. This situation had impacted on his ability to undertake some quality management processes and a small number of classes have had to be cancelled.

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.	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

The sector manager is well supported by a business partner from the human resources team. The duties of all staff are clearly outlined in job descriptions and recruitment and selection processes are effective. New staff receive initial and ongoing inductions linked to detailed checklists. There are professional development review systems for all staff and these were up-to-date. Continuing professional development opportunities are extensive and responsive to individual staff needs and the requirements of the institution.

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

Student administration is well managed. Staff are courteous and helpful to students. Enrolments are handled appropriately and efficiently and there is a robust attendance monitoring system. Student records are up-to-date and complete. Policies on attendance are clear, as are conditions under which students may be asked to leave a course. There is a comprehensive complaints procedure.

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.	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.	Not 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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main form of publicity is the website and the prospectus. Flyers and brochures are also produced for specific courses. Publicity is written in accurate English but course outlines are very thin and do not include objectives, times of classes, private study periods, minimum enrolment age and maximum class sizes. Neither the website nor the prospectus makes clear the costs of any leisure activities or the level of care for under 18s outside class. There is insufficient information about laundry and cleaning arrangements in homestays and about the distance and cost of travel from the homestays to UHI Perth. Staff qualifications are accurate and claims to accreditation are in line with the 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.	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

The premises are in a good state of repair and the elevated position of the site provides impressive views of the surrounding countryside. The Language School has dedicated classrooms which are well equipped. There are pleasant social spaces both inside and outside the buildings and a good choice of places to eat at affordable prices. The staffroom is bright and spacious and provides personal storage for teachers and ample room for preparation and marking.

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.	Met
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.	Met

Comments

Learning resources include a good range of coursebooks and a virtual learning environment that students

can access. Teachers have a comprehensive stock of books and online resources available to them. The library also provides substantial resources and support and students receive effective guidance in how to use them.

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 teaching team is experienced and appropriately qualified, as is the academic manager. One rationale was provided for a teacher without a Level 6 qualification. This was accepted in the context of the inspection as the teacher had extensive experience and also had a postgraduate TEFL teaching qualification.

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.	Not met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
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

Teachers are experienced and are able to teach a wide range of levels and courses. Timetabling procedures are effective but at critical times of staff absence, cover has not always been provided. Teachers receive appropriate day-to-day support from the sector manager and from other colleagues but formal and informal observations have not taken place since 2019 due to the pressures of staff absence.

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.	Not 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.	Not 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.	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

Course design is informed by student language needs outside the classroom and is largely coursebook based. In addition, the course includes classes that specifically focus on relevant receptive, productive, digital and study

skills. Whilst the individual aspects of the course are clearly articulated in the staff handbook, the description of the overall structure of the course is insufficiently clear. Content and design are regularly reviewed in the light of feedback from staff and students. There are clear level descriptors and objectives for students in their handbooks but they would benefit from a weekly course outline to ensure that shorter-term objectives are clearly and regularly articulated.

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.	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.	Met

Comments

Placement procedures are effective and students are very well supported and managed through a system of Personal Academic Tutors who have regular classes and individual sessions with all students. Each student has their own Personal Development Portfolio which is used to record and monitor progress and to provide appropriate support throughout their learning journey. There is in-built guidance and encouragement for students to progress onto mainstream courses through taster sessions and talks by other sector managers.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	All courses running at the time of the inspection were observed.

Comments

The sector manager was covering for an absent colleague at the time of inspection and was also observed.

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.	Met
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.	Met

Comments

T23 Teachers explained both grammatical and lexical items clearly and used natural spoken and written models of language.
T24 The course objectives and the learning needs of students had been very clearly taken into account in the planning of lesson content and differentiation tasks were evident.
T25 Lessons had relevant aims and outcomes, but in some cases the learning outcomes were insufficiently specific. Activities were coherent, cohesive and varied.

T26 Teachers confidently demonstrated a wide range of teaching techniques including giving clear instructions, checking, prompting and nomination.

T27 Teachers controlled the classroom environment effectively and combined the use of smart boards, whiteboards, coursebooks and teacher-produced materials well.

T28 A range of correction techniques was used and students were encouraged and praised when appropriate. Teachers monitored effectively and provided feedback sensitively and appropriately.

T29 A good range of authentic tasks was used to demonstrate that learning was taking place and content referenced previous lessons.

T30 Students were fully engaged in all of the lesson segments observed and there was strong evidence that teachers knew their students well and were providing motivating and relevant activities and tasks.

Classroom observation summary

The teaching observed ranged from good to satisfactory against the criteria with the majority being good. Lessons were well planned and based on student needs; learning outcomes on the whole were clear and detailed class profiles were provided. Teachers used a good range of techniques; employed resources effectively and checked that learning was taking place. There was a very positive learning atmosphere in all of the lesson segments observed. The teaching observed met the requirements of the Scheme.

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.	Not 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

Sound systems are in place to ensure the safety of students on the premises under normal circumstance, and students are given an emergency telephone number; however, the incident management plan, which is currently under review, is too limited to meet Scheme requirements. Personal and academic tutors refer students, as needed, to the wide range of college support services, and the sector manager is also available to help with pastoral care. The code of conduct is thorough and well publicised. Information on transport is provided in advance, and transport between the airport and the college is arranged for groups. Information and advice on relevant aspects of living in the UK is contained in the student handbook and discussed during induction. Students have access to adequate health care provision.

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.	Not 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

Accommodation arrangements are in general satisfactory; however, no formal systems are used to obtain feedback from students on their homestays.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

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

Comments

International groups are informed that homestay accommodation is the only option. Students living locally are made aware of a helpline for accommodation.

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.	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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are made aware of local activities which may be of interest. Bespoke leisure programmes are negotiated with groups, and adequately resourced. Risk assessments describe proactive measures to minimise risk but do not include guidelines on how to respond when students are at risk.

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.	Not 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.	Not met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, six students were under the age of 18. This does not vary greatly from term to term. The safeguarding policy, its appendices and linked documents, is generally comprehensive, but it does not include the name of the designated safeguarding lead (DSL), cover or contacts details. Immediately after the inspection, hyperlinks were added to the policy and information on the website was elaborated, and this is no longer a point to be addressed. The DSL and one of her two deputies have received safeguarding training, but there was no evidence that this was at specialist level. Parents/guardians of under 18s are sent appropriately detailed information, including a 24-hour emergency number, and required to return consent letters, and recruitment procedures are robust. There are satisfactory measures to ensure the safety of students within and outside the scheduled programme, and homestay accommodation is suitable.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1999
Last full inspection	2018
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	FE/HE College, part of UHI Perth
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: April (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	123	123
Full-time ELT (15+ hours per week) aged 16–17 years	9	9
Full-time ELT (15+ hours per week) aged under 16	0	0
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 ELT/ESOL students shown above	132	132
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	16–35	16–35
Adult programmes: typical length of stay	9 months	9 months
Adult programmes: predominant nationalities	Ukrainian, Polish, Bulgarian	Ukrainian, Polish, Bulgarian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	10
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	8	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	8	

Academic manager qualifications profile

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

Comments

The academic manager was teaching for 18 hours during the week of inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7

TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	10

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family (online students)	103	9
Staying in privately rented rooms/flats	20	0
Overall totals adults/under 18s	123	9
Overall total adults + under 18s	132	