

Organisation name	West College Scotland
Inspection date	8–12 June 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 Safeguarding under 18s have been addressed.

Summary statement
<p>The British Council inspected and accredited West College Scotland in June 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 safeguarding under 18s was noted.</p>

Introduction

West College Scotland is a large further education provider with three main campuses to the west of Glasgow, in Greenock, Paisley and Clydebank. There are also two small satellite campuses, one in Paisley and one in Greenock. The majority of ESOL courses are taught at Paisley and Clydebank, with just one or two groups at Greenock.

ESOL sits within the Languages, Hospitality, Tourism and Business sector of the college, and courses are provided for students who live in and around Glasgow, including refugees and asylum seekers.

This compliance-only inspection, part of which was conducted remotely, took two and a half days and involved three inspectors, one of whom undertook observations and held a student focus group. Meetings were held with the head of sector (HoS), the two curriculum quality leaders (CQL), the human resources (HR) manager, the organisational development manager, the director of communications, the student advisory services coordinator, and a student well-being advisor.

Focus groups were held with teachers and with students at both of the campuses visited. Of the 22 teachers timetabled during the inspection, 19 were observed. One teacher was on sick leave and another away at a conference. One of the CQLs was also observed covering a class.

Address of main site/head office

Clydebank Campus, College Square, Queens Quay, Clydebank G81 1BF

Description of sites visited/observed

The two campuses visited are situated to the west of Glasgow. Clydebank is a large and relatively new building, completed in 2007. Paisley (Renfrew Road, Paisley PA3 4DR) is an older campus with a range of buildings, some of which, including the Tower block where ESOL is based, are newer.

On both campuses, ESOL offices, staffrooms with or near kitchens, and classrooms – some designated – are all located along a long corridor, and can be accessed by lift or stairs. There is a library with an ESOL section on each site, and both campuses have facilities for student relaxation and a number of catering outlets.

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses are full and part-time general English/ESOL, the majority leading to nationally administered qualifications.

Management profile

The college senior management team consists of the principal/chief executive; two vice principals for education and leadership, and operations, respectively; four assistant principals on the education side; and four directors on the operations side. The HoS reports to the assistant principal creativity and skills, and line manages CQLs and curriculum enhancement leaders (CELs) across Hospitality, Tourism and Business as well as ESOL and Languages. The ESOL CQLs line manage the teaching team, and the newly-appointed CEL.

Accommodation profile

No accommodation is offered.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision 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; some updating is required at Paisley. 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.

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 generally 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met. Students benefit from very well-managed student services.

Safeguarding under 18s

Overall, the provision meets the section standard. There is appropriate provision in some aspects for the safeguarding of students under the age of 18 within the organisation. However, the review of the safeguarding policy and safeguarding training are not carried out frequently enough, and the structure of the safeguarding team is not clear. Referees are not asked to comment on suitability. There is a need for improvement in *Safeguarding under 18s*.

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

The college has a clear statement of its mission, goals and values which staff were involved in creating and which is widely communicated. Clear planning is evident at local and college level; the curriculum review process provides an overarching structure for the planning of each department. The management structure is clear, allows for cover

and continuity and is supported by good levels of technology. There are clearly defined channels of communication, both formal and less formal. These appear to be effective in general, although some ESOL staff members felt that decision-making processes were not always clear or communications consistent.

Student feedback is regularly collected through student surveys and a system of student representatives, who are appointed within the first few weeks of the academic year. Guidance tutors are also identified at the start of courses and can pick up on early feedback, although there is no formal mechanism for this. There are clear opportunities for staff feedback, particularly at college level; there are informal opportunities but limited formal feedback mechanisms locally. The college cycle of continuous improvement is well established.

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.	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

Comprehensive HR systems are in place to ensure appropriate recruitment, induction and support. There is no formal management appraisal system, although policies and procedures to handle unsatisfactory behaviours are in place. A new software platform sits alongside these procedures to facilitate staff conversations around continuous professional development (CPD). A very wide range of well-managed developmental opportunities is available to staff, and there is scope for ELT-specific input to the ESOL team, although this has been relatively limited over the past year.

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.	Not 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

Students have access to good information and advice prior to joining their courses, and students in the focus group spoke very positively about the helpfulness of staff. It is clear that extensive assistance is available, and this is fortunate as funding and payment information is very difficult for many ESOL students; a number of staff mentioned how unfriendly the system is for this group of users. Although students are not asked if their designated emergency contact speaks English, systems for maintaining up-to-date student records, including next-of-kin, are robust. There are clear policies and procedures for dealing with attendance, complaints and student conduct.

Publicity	Met
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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.	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 college website is the main medium of publicity. Printed flyers are sometimes produced, but with the same information as the website.

Publicity provides clear, accurate and up-to-date basic information on most aspects of the provision. However, course information is somewhat sparse, and does not include maximum class size, minimum enrolment age, hours per week, or course times and dates. Much of this information is made available through the student portal after enrolment. There is information on funding, but it is not presented in accessible language (see M15).

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 college premises at Clydebank are in a very good state of repair, and well maintained; this is less true of Paisley, where there are signs of wear and tear, and less evidence of effective maintenance. Both sites are clean and offer welcoming spaces for students to relax, socialise, eat and drink. Classrooms are generally suitably furnished and equipped, with good natural light. Both sites have catering facilities, as well as vending machines and drinking water. Staffrooms provide good facilities for work and storage, and there are kitchens for staff use. Signage is clear and effective at both sites, and there are good facilities for the display of information around the college, although where rooms are not designated, classroom display is necessarily limited.

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	
Both students and teachers benefit from well-organised and supported resources, with good access to digital materials for all. The library services at both sites have ESOL materials and IT teams provide a responsive service for technical issues. There are appropriate arrangements for regular review of resources.	

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 academic staff profile is good; a significant proportion of the teaching team is TEFLQ, with a good range of qualifications, knowledge, skills and experience. Both CQLs are TEFLQ with extensive teaching and academic management experience.	

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	
Almost all aspects of academic management are carried out effectively. There are good arrangements for cover, and day-to-day support and guidance for teachers is very good, although there is scope for more ELT-specific development. Agreements with the trade union do not allow teachers to be observed by their managers.	

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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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
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Comments

Course design is based around a national qualifications framework. The syllabus is mapped onto the coursebooks in use; there is a course outline, which teachers may follow or create their own approach by mixing and matching using guides and checklists on where to find appropriate materials for course topics and language. Students cover study and learning strategies at different points in their course, and guidance topics also focus on these areas to support students in developing independent learning skills. Students are living in the local community and classwork and trips help to fully exploit the context in which classes take place.

Learner management	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
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T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
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T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
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T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
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T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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Comments

All aspects of learner management are effectively dealt with. Assessment is based around national qualifications frameworks with both internal and external verification. Students benefit from guidance/tutorial sessions from an early point in their courses, and these support students to make choices and find information on any areas of need.

Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
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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
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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
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T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
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T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
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T29 Lessons include activities to evaluate whether learning is taking place.	Met
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T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
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Comments

T23 Teachers demonstrated sound knowledge and awareness, and generally provided clear models appropriate to the lesson. Most teachers chose good examples and gave clear explanations, and some paid attention to features of pronunciation.

T24 Plans included detailed student profiles which demonstrated good knowledge of students. In stronger lesson segments, these had clearly been taken into account; in general, differentiation was seen only in isolated instances despite some wide level ranges within classes. Topics, materials and activities were highly relevant.

T25 Clearly expressed and relevant outcomes were shared with students and often referred to during lessons. Plans demonstrated appropriate staging with clear progress from familiar to unfamiliar; some relied mainly on going through the coursebook.

T26 A range of appropriate teaching techniques was drawn upon in all lessons, with stronger lesson segments demonstrating confident and skilful use of a wider range. Techniques seen included eliciting, summarising, concept checking, prompting, nominating and monitoring.

T27 Good use was made of both physical and electronic boards, and a range of other resources was seen, including handouts, cut-up pictures and prompts. Classrooms were generally well managed and activities set up appropriately. Course materials were well exploited in stronger lessons.

T28 Teachers provided plentiful praise and encouragement and monitored actively during pair and group work. In stronger lessons full advantage was taken of opportunities for feedback, particularly in relation to pronunciation.

T29 Teachers regularly evaluated learning through the use of short checking tasks and regular review.

T30 Classes were generally very lively, with very high levels of student contribution, discussion, and often laughter. Most teachers had good presence and a strong relationship with their students, and were able to foster a purposeful and positive but relaxed learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory or better. Teachers showed sound awareness of linguistic systems and planned appropriately-staged lessons which reflected course and group needs well, and mostly made good use of course materials. Teachers generally made good use of a range of teaching techniques and managed both classrooms and resources effectively. Feedback techniques were supportive and encouraging. The teacher-student relationship was often very evident, and there was a very positive learning atmosphere in the majority of classes.

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

The school has appropriate measures in place to ensure the safety and security of students. There are comprehensive plans to respond to any emergency, and staff and students are made aware of the relevant parts of these. Students are informed about the welfare and counselling services available to them and all staff are given some training and support in dealing with students' problems. Students and staff are aware of the policies promoting tolerance and respect and the procedures for dealing with abusive behaviour. Prevent policies and procedures are in place. Relevant students are given a 24-hour emergency contact number (others are already settled in the community). Information and advice about life in the UK is clearly presented on the school's online platform and also available as needed from the student advisory service. All students are entitled to free treatment under the NHS and are advised how to access this.

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

No accommodation is offered.

Accommodation: homestay only

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.

Accommodation: other

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

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.	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

Students are kept informed about and how to access social, cultural and sporting events and opportunities available both in the college and outside.

No leisure programme is offered.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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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.	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.	N/a
S7 There are suitable arrangements for the accommodation of students.	N/a
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 two students aged under 18 at the time of the inspection. All under 18s either live with parents, family or guardians or are under the care of the local authority.

There is a comprehensive safeguarding policy. However, this is only reviewed every three years and although the senior safeguarding team members are all named on the college intranet, the structure and cover arrangements are not made clear or known by staff. The majority of all staff have received basic safeguarding training. However, training for the safeguarding team, including the DSL, is not to the required levels or kept up to date. The college conducts criminal record checks on all staff, but their safer recruitment policy does not require referees to comment on suitability. There are arrangements in place for the supervision and safety of students during scheduled lessons. Emergency contact details are taken during the enrolment process, but the relationship between the student and the contact is not asked for or recorded.

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	2014 (as West College Scotland)
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

State sector

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

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Greenock Campus, Finnart Street, Paisley PA16 8HF
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: June 2023
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	351	351
Full-time ELT (15+ hours per week) aged 16–17 years	2	2
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	54	54
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	407	407
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	25–33	25–33
Adult programmes: typical length of stay	1 year	1 year
Adult programmes: predominant nationalities	Ukrainian, Syrian, Sudanese, Afghan, Polish	Ukrainian, Syrian, Sudanese, Afghan, Polish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	21	24
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT under 20 hours a week	8	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	1 (HoS)	
Total number of support staff	Cross-college teams	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	

CQLs have a normal teaching commitment of 12 hours weekly, reduced in the third block (at inspection) to seven. The CEL normally has a teaching load of 17 hours weekly.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	14
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	N/a
Total	22
Comments	

The figures above exclude the CEL and both CQLs who were timetabled during the week of the inspection. On the days of the inspection, the total was 22 teachers, one of whom was on sick leave, and another away at a conference, with cover provided by one of the CQLs.