

Organisation name	Glenalmond College, Perth
Inspection date	3–4 July 2019

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 accreditation with a spot check in the first 12 months.

Summary statement
<p>The British Council inspected and accredited Glenalmond College in July 2019. 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 private boarding school offers residential vacation courses in general English for under 18s.</p> <p>Strengths were noted in the areas of premises and facilities, accommodation and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Glenalmond College is a co-educational independent boarding school for day and boarding pupils aged 12–18. In July and August, it operates a five-week language and activity summer programme for 10–16 year-olds, making use of the premises and facilities of the college. This is the second year the summer programme has been running. The director for immersion and summer school manages marketing and publicity as well as overseeing the administration of the operation; he has overall responsibility for the course, including day-to-day management and oversight, with some support from permanent year-round administrative staff. The outdoor activities manager is a permanent member of staff; the DoS, teachers and activity staff are appointed on a temporary basis.

The inspection took place over two days. Meetings were held with the director, the college bursar, a deputy warden, the academic manger (DoS), the outdoor activities manger, two activities leaders, two registrars and an administrator. All teachers teaching at the time of the inspection were observed. Focus groups were held with students and teachers. One inspector observed part of an afternoon activity programme and visited the residential boarding house in use.

Address of main site/head office

Glenalmond College, Perth PH1 3RY

Description of sites visited

Glenalmond College is situated in extensive grounds in the countryside about eight miles west of the city of Perth. The school was founded in 1847, but has many modern facilities alongside the original buildings, including new accommodation buildings. There are also playing fields, a swimming pool, a golf course and a theatre. The college caters for day and boarding pupils. The summer school's offices and staffroom are situated in the main administration block, the Warden's House, and the classrooms in one of the teaching blocks at the centre of the campus. A dining room located close to the classrooms is used for all meals. There are seven boarding houses for pupils; one was in use at the time of the inspection.

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 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

The only courses offered are short-term vacation courses in general English for juniors aged 10–16 over a five-week period in summer.

Management profile

The director line manages all staff working on the summer school. He in turn reports to the bursar and college warden. The teachers report to the DoS for any teaching-related matters, and to the director for all other matters.

Accommodation profile

All students are in on-site residential accommodation. One residence is in use, with boys on the ground floor and girls on the first floor. Some rooms have four beds and are occupied usually by only three students; these students share bathroom facilities. Other students have single rooms, with a separate bathroom between each two adjacent rooms. The residence has two common rooms, a library and a quiet room with a selection of musical instruments available for student use. The residence is surrounded by grassed external areas of various sizes. The residence is a seven-minute walk from the teaching rooms and dining room.

Summary of inspection findings

Management

The provision meets the section standard. Staff are managed effectively, and recruitment systems and procedures are in place, although some job descriptions are not accurate and not all staff records were complete. Feedback from students is regularly collected and acted upon. Administration systems are effective. Publicity is generally clear and accurate, although there are some misleading claims about the level of experience of teaching staff.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Glenalmond College provides an exceptional setting with plenty of room for staff and students to study and relax in. Resources are sufficient to meet the needs of staff and students on a summer school. *Premises and facilities* is an area of strength

Teaching and learning

The provision meets the section standard. The course is appropriate for the needs of students on a summer programme, and teachers receive good support. Programmes of learning are managed to the benefit of the students, and the teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are very well cared for, are provided with relevant information and advice and live in high standard residential accommodation. They enjoy a varied and interesting leisure programme. *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Policies are detailed and documentation is thorough. The school carries out its duty of care in a number of ways, especially with regard to supervision of students. However, there were weaknesses in the application of the school's safer recruitment procedures and the training of staff. These were rectified subsequent to the inspection.

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.	Strength
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

M5 Feedback from students is collected on a daily basis at morning and evening plenaries, where students are asked about all aspects of their experience. This feedback is recorded and acted upon where relevant. Students in the focus group were very clear about being asked for feedback and were able to give it at any time. Formal written feedback collected at the end of the course assists with overall evaluation and future planning.

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.	Not 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

M9 Job descriptions were available for all staff but some of these did not include an accurate description of the duties staff were expected to do. The job description for the activity leaders did not include their house residential duties; the job descriptions for teachers included activities, which they do not do.

M10 Although there is a robust recruitment policy in place, some of the staff files were incomplete. Not all files contained CVs, references, signed and dated copies of qualifications or suitability checks. All of the missing documents were sent after the inspection, so this is no longer a point to be addressed.

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

Comments

All criteria in this area are fully met.

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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The main medium of publicity is a brochure, downloadable from the college website.

M28 The brochure states that English tuition is 'led by expert, globally experienced staff.' The academic staff profile at the time of the inspection would not support such a description.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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

P1 Staff and students benefit from a very comfortable environment for living and studying. The grounds and buildings of the college are spacious, extremely well maintained and of a very high standard.
P3 There are ample, well-appointed relaxation areas for students throughout the college, both inside and out.
P4 Free drinking water is available in all college buildings. Students take their meals in the spacious dining hall, where a range of very good food with different options to suit all diets is offered. Students in the focus group expressed a high level of satisfaction with the food provided.

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

All applicable criteria in this area are fully met.

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.	Not 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.	Strength

Comments

T2 Two teachers do not have the appropriate TEFL qualifications as required by the Scheme. Although the two rationales presented demonstrated that both teachers have appropriate ELT experience and the academic manager provides good support, in the context of this inspection the proportion of teachers requiring a rationale was too high to be accepted.

T4 The academic manager is TEFLQ with a great deal of summer school management experience, as well as wide-ranging TEFL experience in a variety of contexts.

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	
All criteria in this area are fully met.	

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.	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	
T13 There was no evidence of course outlines and intended learning outcomes being made available to students.	

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.	Met
Comments	
All applicable criteria in this area are fully met.	

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All parts of the programme were observed.

Comments

One teacher was absent on the day the teaching observations took place. Her class was covered by the academic manager.

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.

Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Not 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.

Strength

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.

Strength

Comments

T23 All teachers demonstrated sound knowledge and awareness of linguistic systems of English and most gave clear explanations of grammatical structures with relevant examples. In some cases, very little was done with the presentation of new vocabulary; at times new vocabulary was written on the whiteboard without word class and not contextualised in any way.

T24 The content of the lessons was well chosen for a summer language course. The topics chosen were interesting for the students, linked to the afternoon activities and the summer school experience.

T25 Learning outcomes were expressed in lesson plans but there was no evidence of them being shared with students.

T26 A range of teaching techniques was seen, including nomination, elicitation, good prompting and careful listening to students. In weaker segments there were examples of an over-reliance on teacher explanation, which resulted in teachers talking too much and not allowing sufficient space for students to contribute.

T27 Classroom management was generally good: instructions were clear, and materials were well-chosen and interesting. Realia was used well and good use of mini-whiteboards was seen. However, whiteboard work was not always well planned, and what was written up was not always of use to students, as some boards were dirty and information was not clearly visible.

T28 In all classes, teachers were encouraging, positive and helpful and gave constructive feedback. However, in some segments there was insufficient correction of errors, especially of those that could have been used as a basis for further group or individual learning.

T29 Almost all teaching included activities such as exercises, dialogue, role plays to encourage students to use the language being taught and to help teachers and students evaluate whether learning had taken place. Students were often reminded of the purpose of the activity they had just completed, and lesson plans included a linking back to previous learning.

T30 All teachers were skilful at setting up different patterns of interaction to keep students engaged, through sharing answers, using competition, pair work, mime and memory stretching. In most classes seen there was a real energy and sense of student engagement.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was judged overall as good. Teachers' knowledge of the language was generally sound, and the content of the lessons catered for the needs and interests of the students, although learning outcomes were not shared consistently with students. Teachers used a range of techniques and resources. Feedback to students was skilful, although correction was limited, and a variety of activities was used to good effect to evaluate student learning. Rapport was good in all 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.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W3 Students benefit from a very high level of pastoral care from all staff and especially from the course director and the activity staff/house-parents.

W4 Policies and practice demonstrate that the school's ethos of tolerance and respect is well established. Students in the focus group said it was the most important rule in their code of behaviour.

W6 Arrangements for arrival and departure are clear and the process is very well managed. All students are met at the airport by school staff using school transport.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Strength
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.	Strength
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.	Strength

Comments

W9 The residential accommodation used by the summer school is of a very high standard. It is spacious, comfortable and safe, with pleasant outdoor areas and common rooms.

W10 Arrangements for cleaning and laundry are very thorough. All bedrooms, bathrooms and common rooms are cleaned daily. The residence was spotlessly clean. There is a twice-weekly laundry service.

W13 Procedures for identifying and rectifying problems are consistent and effective. Checks on all aspects of accommodation are carried out morning and evening. Any problems identified are dealt with promptly.

W15 The catering service is excellent. Students are provided with varied, healthy and plentiful food at all meals, as well as snacks between lessons and before going to bed. All students in the focus group commented favourably on the provision.

<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	Area of strength
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Strength
Comments	
W24 Both afternoon and evening activities are varied, interesting and age-appropriate. There is a clear element of teambuilding in many of the planned activities and this was demonstrated in the activities observed during the inspection.	
W25 The activities are very well organised and maximise the use of resources and the outdoor and indoor spaces available. Excursions have a “discovery” theme which is integrated into the curriculum. Students can book specialist activities such as horse-riding at a nearby equestrian centre, football at a local professional football academy and golf using the school’s golf course.	
W27 The course director and the activities staff team are well qualified in a number of specialist areas. The off-site activities are all provided by personnel who have professional qualifications and experience.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	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.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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 summer school is for students who are 10–16 years old.

S2 Although the safeguarding policy states that all staff receive safeguarding training, for some members of staff there was no evidence to this effect. Evidence of training was produced subsequent to the inspection, so this is no longer a point to be addressed.

S4 Although the school's safer recruitment policy states that suitability checks must be carried out before staff have unsupervised access to under 18s, no evidence of relevant clearance for two members of staff could be produced at the time of the inspection. In addition, two references could not be found for several members of staff. Evidence of missing suitability checks and missing references were sent subsequent to the inspection, so this is no longer a point to be addressed.

S5 Supervision of students at all times is vigilant and carried out by fully competent staff. The staff-student ratio is at least 1:10.

S6 Students are supervised continuously during their stay. They have very little free-time and that is always on-campus. Roll calls are frequent. They are also carefully monitored on excursions with younger students being accompanied by a member of staff throughout. Students in the focus group were aware of the student code of conduct.

S7 All students are in excellent residential accommodation. Boys and girls are in one house but in strictly segregated blocks. Particular care is taken in placing students according to their needs and preferences, e.g. some of the younger students preferred to be together in larger rooms. There are high levels of supervision – at least 1:10.

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	July 2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Glenalmond College
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	Glenalmond Language and Activity Programmes 2018
Ownership	Name of company: Glenalmond College Company number: SC006123
Other accreditation/inspection	Education Scotland

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	1	1
Full-time ELT (15+ hours per week) aged under 16	22	22
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	23	23
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	French, Italian, Spanish	French, Italian, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	20	

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 taught for three hours during the inspection, to cover for a member of staff who was ill.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	3
Comments	

Numbers include the teacher who was ill.

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	23
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	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	23
Overall total adults + under 18s	23	