

|                   |                         |
|-------------------|-------------------------|
| Organisation name | ECS Scotland, Edinburgh |
| Inspection date   | 28–29 September 2022    |

| Section standards  |     |
|--|-----|
| <b>Management</b><br>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 |
| <b>Premises and resources</b><br>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 |
| <b>Teaching and learning</b><br>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 |
| <b>Welfare and student services</b><br>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 |
| <b>Safeguarding under 18s</b><br>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.  | N/a |

| Recommendation   |
|--|
| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the weakness in W1 has been addressed. The required evidence was subsequently submitted. |

### Summary statement

The British Council inspected and accredited ECS Scotland in September 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused 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.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

ECS is a family-owned school, specialising in small group (maximum five) and individual tuition for adult professionals.

In the general English lessons, there is a clear emphasis on the development of speaking and listening skills within the context of a designated topic area at a level that fits the needs and objectives of the group. The content and delivery of the one-to-one sessions is based on an individual needs analysis and can cover specialist subject-based tasks or the development of specific language skills. No coursebooks are used and all the teaching and learning materials are available from the extensive bank of resources that has been built up over time or are authentic topical materials relevant to the students' needs. The school is a centre for external examinations in legal English skills.

The inspection, which was carried out remotely, took place over one and a part days. It included meetings with the principal, who is also the academic manager, and the office manager, who, in addition, acts as the welfare officer. Focus group meetings were held with students and staff. All four teachers timetabled during the inspection were observed teaching either a group or one-to-one lesson.

## Address of main site/head office

17 Young Street, Edinburgh EH2 4HU

## Description of site visited

The school occupies a three-storey, Georgian house in a quiet street, ten minutes' walk from the centre of the city. There are five classrooms, an office and a self-study centre, which can also be used as a teaching room. On the ground floor, leading off the entrance hall, there is a relaxation area for all students and staff, and a resources and preparation room and kitchen. At times of high enrolment and especially in the summer, the school uses two classrooms in a building three minutes' walk away.

| Course profile  | Year round                          |                                     | Vacation only            |                          |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|   | Run                                 | Seen                                | Run                      | Seen                     |
| General ELT for adults (18+)                                    | <input checked="" type="checkbox"/> | <input checked="" 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 type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation)      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input checked="" 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

Most students follow a group-based general English programme of 10 hours per week. The explicit focus of this programme is the development of speaking and listening skills. Combination courses are also available, with students studying general English in a group in the mornings and working on English for specific purposes (ESP) on a one-to-one basis. Some students choose a programme of entirely one-to-one tuition. ESP courses include business, academic, medical, legal, aviation, and environmental English, and English for travel and tourism. External examination preparation courses, including IELTS preparation, are also offered.

## Management profile

The principal of the school and her daughter, who are also directors and owners of company, currently manage all aspects of running the school.

## Accommodation profile

Currently the school does not offer any accommodation services.

## Summary of inspection findings

### Management

Overall, the provision meets the section standard. The management of the school operates to the benefit of students and in accordance with the school's stated goals and values. The management structure is clear, communication systems are effective, induction procedures are satisfactory and there are opportunities for continuing professional development, although fewer compared with before the pandemic. Continuity of provision is well managed. However, although the school has ideas for the future, there is no formal plan. Student administration is well managed, and publicity is satisfactory overall. Review of management systems, processes and procedures is an ongoing process.

### Premises and resources

The provision meets the section standard. The premises and facilities are particularly well suited to the students and the type of courses being run. They provide a very comfortable and professional environment for students and staff. The study centre supports and enhances the studies of students enrolled and teaching and learning resources are satisfactory.

### Teaching and learning

The provision meets the section standard overall. The academic team has a professional profile appropriate to the context and teachers receive sufficient guidance to ensure that they support students effectively in their learning. The overall course content meets the needs of the students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The school provides its students with a safe and secure environment, although there have been no recent fire drills, and with appropriate pastoral care. Students were very satisfied with the provision. No leisure programme is offered but students are informed of what is happening locally.

### 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.   | Not met |
| M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.  | Met     |
| M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.              | Met     |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Met     |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.   | Met     |
| M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.                   | Met     |

### Comments

There is a clear statement of goals and values, and realistic objectives, which is shared with staff. The management structure is clear and made known to staff and students. However, although the management has clear ideas for the future, there is no written plan. Communication works well at every level. Feedback is gathered formally at the end of the students' stay and informally during the course itself, in weekly class reviews and shared coffee breaks. Staff feedback is obtained on an ongoing basis, and during appraisals and general meetings.

|   |     |
|---|-----|
| <b>Staff management and development</b>   | 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 organisation has appropriate human resource policies and suitable procedures for the recruitment and selection of staff, although job descriptions are rather brief. Induction procedures are satisfactory. There are suitable policies for monitoring and appraising staff. Policies and practices to ensure the continuing professional development of all staff are in place, although less frequent than prior to the pandemic.

|   |     |
|---|-----|
| <b>Student administration</b>   | 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

There are effective procedures and standards for dealing with enrolments, cancellations, and refunds. Systems to record students' personal information are in place. Conditions and procedures under which a student may be asked to leave the course are clearly stated. There are clear policies relating to student attendance and punctuality. Terms and conditions and the school's complaints policy are clearly set out and easily accessible.

|  |     |
|--|-----|
| <b>Publicity</b>   | 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.                    | N/a |
| 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 main medium of publicity is the website. Overall, information about the premises, facilities, courses (including minimum age) and costs is accurate, easily accessible and gives rise to realistic expectations. Currently the school does not offer any accommodation services.

## Premises and resources

| <b>Premises and facilities</b>   | 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 school building provides a secure, attractive and spacious environment for both students and staff. The premises are well maintained and in a good state of repair, cleanliness and decoration. All the classrooms, have good natural light and allow flexibility of layout. There are good facilities for relaxation with access to a small school kitchen. Signage is clear and well-presented. There is sufficient space for staff.

| <b>Learning resources</b>  | 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 materials are appropriate for the students and for the length of the course. Teachers have access to a wide range of paper-based and digital resources. The educational technology within the school functions well and is maintained. The private study area has a good range of resources and students receive guidance in their use. There is evidence that teaching and learning resources are reviewed with teachers being involved in the process.

## Teaching and learning

| <b>Academic staff profile</b>   | 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 |
| <b>Comments</b>  |     |
| All teachers and academic managers have a good professional profile. Teaching staff are also encouraged to develop their qualifications with evidence of some financial assistance from the school.  |     |
| <b>Academic management</b>   |     |
| 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 |
| <b>Comments</b>  |     |
| Teachers are matched appropriately to courses and there are satisfactory timetabling arrangements. Arrangements for covering absent teachers are satisfactory and issues relating to continuous enrolment are a subject of ongoing discussion. Guidance and support are readily available for teachers and there is evidence that teachers are being observed.   |     |
| <b>Course design and implementation</b>  |     |
| 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.   | 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 |
| <b>Comments</b>  |     |
| Courses are designed around the stated principle of an analysis of students' communicative and learning needs. Individual teachers devise their own schemes of work and a written course outline for each week is made available to students. Students are provided with suggestions on independent learning, which they also apply in the study centre. Shared coffee breaks with teachers promote informal conversational usage outside the classroom. |     |
| <b>Learner management</b>  |     |
| 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. | N/a |
|---|-----|

**Comments**

The correct placement and needs' analysis of students are managed by a detailed pre-course interview with the academic manager. Course content is adapted continuously based on students' changing needs. There are no formal tests, although structured teacher evaluations form the basis of the final course report. Students are guided to examinations which meet their professional needs.

**Classroom observation record**

|                                |     |
|--------------------------------|-----|
| Number of teachers seen        | 4   |
| Number of observations         | 4   |
| Parts of programme(s) observed | All |

**Comments**

None.

|   |     |
|---|-----|
| <b>Teaching: classroom observation</b>  | 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 Overall, teachers demonstrated a good level of knowledge and awareness of grammatical and lexical systems, and provided appropriate models of the language.

T24 The content in all lessons was based on an analysis of students' communicative and learning needs. However, in teaching plans, there was no rationale for how the learning needs, interests and cultural backgrounds of the students had been taken into account.

T25 Lessons led to appropriate learning outcomes and students were always aware of how these related to their own needs. The language objectives and hoped-for outcomes were made clear to the students at the start of the different lesson phases.

T26 Overall, teachers used appropriate techniques for eliciting and illustrating meaning, and concept checking techniques were effective. Meaningful practice activities and simulations were frequently set up to help students develop their communication skills.

T27 Classroom layouts were always appropriate for the lesson activity. Teachers used the educational technology confidently, and effective use of audio-visual resources was included. Board work was clear and used effectively to prompt student response, whilst small cue cards encouraged student interest and participation.

T28 Teachers monitored very well, and students received encouragement and praise on the content of their responses. Corrective feedback was used effectively, with teachers encouraging both self and peer correction to promote student involvement.

T29 The achievement of language learning was usually evaluated by the successful completion of communicative and linguistic tasks.

T30 There was a positive and purposeful atmosphere in class. The teachers and lesson content engaged, motivated and challenged the students. However, in the group class, more teacher nomination of individual students would have given weaker participants additional opportunities to contribute.

**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 good. Lesson content was appropriate based on student needs. The techniques and activities engaged and motivated the students, enabling them to practise and extend their language knowledge and

skills. A range of suitable resources was employed. There was always a positive and purposeful atmosphere in class.

## Welfare and student services

|  |         |
|--|---------|
| <b>Care of students</b>  | Met     |
| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.   | Not 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     |
| <b>Comments</b>  |         |
| W1 Nearly all steps have been taken to ensure the safety and security of students, but no fire drill has been held since 2019.   |         |
| <b>Accommodation (W9–W22 as applicable)</b>  | 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     |
| <b>Comments</b>  |         |
| No accommodation is offered.   |         |
| <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     |
| <b>Comments</b>  |         |



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. N/a

W25 Any leisure programmes are well organised and sufficiently resourced. N/a

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. N/a

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. N/a

**Comments**

W23 The school does not have a leisure programme but information about what is on in Edinburgh is provided on a noticeboard.

**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  | 1998          |
| Last full inspection  | 2017          |
| 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 | None          |
| Other related accredited schools/centres/affiliates               | None          |
| Other related non-accredited schools/centres/affiliates           | None          |

**Private sector**

|                                |   |
|--------------------------------|---|
| Date of foundation             | June 1995   |
| Ownership                      | Name of company: EC Scotland Ltd T/A ECS Scotland<br>Company number: SC426926 |
| 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 |

| <b>Student profile</b>                               | At inspection          | In peak week: August<br>(organisation's estimate)                 |
|--|------------------------|---|
| <b>ELT/ESOL students (eligible courses)</b>          | At inspection          | In peak week  |
| Full-time ELT (15+ hours per week) 18 years and over | 4                      | 11  |
| Full-time ELT (15+ hours per week) aged 16–17 years  | N/a                    | N/a   |
| Full-time ELT (15+ hours per week) aged under 16     | N/a                    | N/a   |
| Part-time ELT aged 18 years and over                 | N/a                    | N/a   |
| Part-time ELT aged 16–17 years                       | N/a                    | N/a   |
| Part-time ELT aged under 16 years                    | N/a                    | N/a   |
| <b>Overall total ELT/ESOL students shown above</b>   | 4                      | 11  |
| 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             | 18                     | 18  |
| Adult programmes: typical age range                  | 28–55                  | 40–50   |
| Adult programmes: typical length of stay             | 1–2 weeks              | 1–2 weeks   |
| Adult programmes: predominant nationalities          | German, Swiss, Spanish | German, Swiss, Spanish,<br>Italian, Estonian, French,<br>Japanese |

| <b>Staff profile</b>   | At inspection | In peak week<br>(organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses   | 4             | 5   |
| Number teaching ELT 20 hours and over a week   | 2             |   |
| Number teaching ELT 19 hours and under a week  | 2             |   |
| 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  | 1             |   |

| <b>Academic manager qualifications profile</b>                                   |                             |
|--|-----------------------------|
| 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   |                             |
| None.  |                             |

### Teacher qualifications profile

| Profile in week of inspection                        |                    |
|--|--------------------|
| Professional qualifications                          | Number of teachers |
| TEFLQ qualification                                  | 2                  |
| TEFLI qualification                                  | 2                  |
| Holding specialist qualifications only (specify)     | 0                  |
| Qualified teacher status only (QTS)                  | 0                  |
| Teachers without appropriate ELT/TESOL qualification | 0                  |
| Total  | 4                  |
| 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   | 0      | 0         |
| Staying in privately rented rooms/flats   | 4      | 0         |
| Overall totals adults/under 18s   | 4      | 0         |
| Overall total adults + under 18s  | 4      |           |