Inspection report

Organisation name	Edinburgh College
Inspection date	24–26 April 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
The British Council inspected and accredited Edinburgh College in April 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). 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. Overall, the inspection report stated that the organisation met the standards of the Scheme.

Edinburgh College provides a range of vocational and academic courses at four campuses around the city: Sighthill, Milton Road, Granton and Midlothian. ESOL and general English programmes are taught almost exclusively at the Sighthill and Milton Road campuses, with one or two groups attending at Granton. College-based ESOL is a school within the faculty of tourism, hospitality and business. The provision is managed by the head of school and three curriculum team managers. This follows a minor restructuring since the last inspection. The head works closely with the international department, which organises and supports English language classes for international students. The majority of ESOL students are already based in the local community.

This compliance-only inspection, part of which was conducted remotely, took two and a half days, and involved three inspectors, one of whom carried out observations only for two days. Meetings were held with the head of school (HoS), the international business manager (IBM), three of the four curriculum team managers (CTMs), the international projects officer, the ESOL administrator, the student experience manager (recruitment and admissions), the accommodation officer, the student safeguarding and welfare lead, the assistant principal for student experience, the facilities manager, the health and safety manager, and the estates services manager. Focus groups were held with teachers and with students at two campuses. Of the 42 teachers timetabled during the inspection, 34 were observed; of the others, three were absent and the remainder were teaching at another site. One inspector visited two homestays remotely and a residence in person.

Address of main site/head office

Sighthill Campus, Bankhead Avenue, Edinburgh EH11 4DE

Description of sites visited/observed

Sighthill and Milton Road (24 Milton Road, Edinburgh EH15 2PQ) campuses were visited, as most English teaching takes places at these two sites. A limited number of classes is held at the Granton campus, which was not visited this time, although all three sites were in use during the inspection.

Sighthill is a larger campus to the west of the city centre, with good transport links. Milton Road is smaller, and located to the east of the city. Both sites have a café and a canteen, a library, and extensive space, both indoors and outdoors, for students to relax and socialise. There are student services and sports and leisure facilities at both sites. ESOL and general English provision has allocated office and staffroom space at each campus, as well as some dedicated classrooms and access to further rooms through central timetabling.

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

Comments

ESOL and general English courses are offered.

Management profile

The HoS reports to one of the assistant principals for curriculum (Tourism, Hospitality and Business), and the IBM reports to the Vice Principal for corporate development. The HoS line manages CTMs and ESOL support staff, while the IBM manages the international business development and student support teams. Teaching staff are line managed by CTMs.

Accommodation profile

Normally college-based ESOL students live with their families or in other private accommodation. The college offers homestay accommodation and three homestays were in use at the time of the inspection. At the Milton Road campus, residential accommodation with single rooms, communal kitchens and shared bathrooms is available to students over the age of 18.

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. 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 strong professional profile appropriate to the context. Although no formal management observation takes place, teachers receive 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 students for security, safety, and information are met. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, and cultural events and a suitable range of leisure activities is offered.

Safeguarding under 18s
The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure programme and the accommodation provided. All staff have had the appropriate level of safeguarding training.

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 clearly stated goals and values; these are effectively communicated and known to staff. Faculty operating plans set clear objectives with timeframes and are aligned with the overall strategic plan. The management structure is clear, allows for cover and continuity and is supported by good levels of technology. Communications are good, both within the wider college but especially locally, making use of a range of different channels, both formal and less formal. Student feedback is regularly collected using a variety of effective mechanisms; although formal opportunities for early feedback are not consistent because of the time needed to complete the first round of tutorials. Staff feedback is collected through the college self-appraisal processes and through course evaluation meetings and can be reflected in action plans. There is a clear cycle of continuous improvement in place, although it could be made more explicit.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Well-established systems ensure that staff are well recruited, inducted and supported, as well as given opportunities for development. A system of self-directed appraisal, aimed at support and development, sits alongside capability and disciplinary procedures. Staff are encouraged to identify their own continuing professional development needs, and a wide range of opportunity is available both in the wider college context and locally, with scope for ELT-specific input as appropriate.

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

ESOL and international staff liaise effectively with admissions and related teams to provide strong administrative services to students. Technology provides good support and information is easy for staff to retrieve. Although attendance can be a challenge in this context, there are clear policies and procedures for dealing with attendance, complaints and student conduct.

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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

The website is the main medium of publicity, and both ESOL and the international office have dedicated web pages. Publicity is generally detailed, accurate, comprehensive and well presented. Good consistency of information is provided throughout.

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 Sighthill and Milton Road are in a good state of repair, clean and well maintained, with welcoming spaces for students to relax and socialise, or eat and drink. Classrooms are suitably furnished and well equipped, with good natural light, although some were rather small for the numbers of students on registers. Both sites have catering facilities, as well as vending machines and drinking water. There is food available, but the offer is just adequate, with restricted opening hours, a limited range of food available on each site, and relatively little available in the surrounding areas. Staffrooms provide good facilities for work and storage, and there is ample space for meetings, which are currently held virtually. There are appropriate arrangements for the display of information. Signage is generally effective, and although signs are not sufficiently detailed at Sighthill to allow self-directed navigation, visitors are required to sign in on arrival and can be directed.

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; there is 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 very good, and the teaching team have a range of qualifications, knowledge, skills and experience. Academic management team members are all TEFLQ with extensive teaching and academic management experience. The majority of teachers timetabled during the inspection were TEFLQ.

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 is a cover timetable backed up by CTMs. Support and guidance for teachers is very good. Collective agreements with the trade union do not allow teachers to be observed by their managers; instead, mandatory peer observations take place, and these lead to action plans which can form part of self-appraisal processes.

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

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is based on stated principles and included in review processes. Coursebooks act as the language syllabus and course outlines are made available. Core skills work and serviced lessons which support other subjects, are all managed to encourage language improvement in those areas. Study skills and learning strategies are fully integrated into courses. Project work, trips and work placements in some cases, all ensure that students are supported to develop their language skills in the local community.

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

Comments

All aspects of learner management are effectively dealt with, and students benefit from weekly tutorial slots and individual learning plans. Students planning to continue to mainstream UK courses are provided with information, support and advice.

Classroom observation record

Number of teachers seen	34
Number of observations	34
Parts of programme(s) observed	All

Comments

Three of the 37 teachers timetabled to teach at sites visited during the inspection were absent at the time allocated to observe them.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers demonstrated sound knowledge and awareness, and many dealt very comfortably with language as it emerged in class. Clear and appropriate models were provided, and teachers chose good examples and gave clear explanations. Many paid attention to features of pronunciation.

T24 The majority of plans included detailed student profiles which demonstrated good knowledge of students. Explicit focus on differentiation was seen in isolated instances and when included, was helpful in the light of level ranges within classes. Topics, materials and activities were highly relevant.

T25 Lesson objectives were clear and relevant. They were shared with students and sometimes signposted during the lesson. Most plans demonstrated appropriate staging, sometimes simply by working through coursebook activities.

T26 A very good range of teaching techniques was confidently drawn upon, including some good eliciting, summarising, concept checking, prompting, and nominating. In stronger lesson segments, skilful use was made of regular checking questions.

T27 Classrooms were well managed and competent and confident use was made of online technology and tools. Teachers checked instructions carefully and set up activities clearly. Course materials were generally well exploited.

T28 Teachers provided plentiful praise and encouragement and most lessons demonstrated a good range of techniques for feedback, including reformulation and delayed error correction.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were generally very high levels of student engagement, and teachers often used their knowledge of students to encourage participation. Strong teacher presence and rapport helped in many cases to ensure a purposeful and positive but relaxed learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to comfortably satisfactory against the criteria, with the majority being good or better. Teachers showed good awareness of linguistic systems and provided thorough and clearly staged plans which reflected course and group needs well and mostly made good use of course materials. Teachers generally used a range of techniques with confidence and resources were used to good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working 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

Appropriate risk assessments are in place to ensure the safety of students on the premises and there is a comprehensive plan to deal with potential emergencies. Students know who to approach if they have a problem and gave positive feedback on the care and guidance they receive. A 24-hour emergency contact number is provided and responsibility for the emergency number is shared on a rota basis. Clear and practical information about travel and relevant aspects of life in the UK is made known to students.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met

W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

The school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance and an experienced team is on hand to resolve any problems. Residential accommodation is available on the Milton Road site and is used occasionally by over 18s. Some areas of the residence are in need of renovation and repair. The residence is not suitable for under 18s because of the mixed gender shower rooms.

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

Comments

All criteria in this subsection are fully met.

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

Comments

Clear and helpful information for students on renting private accommodation is provided by both the International and Student Services teams.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students receive information about a wide range of local social and cultural activities via noticeboards and from the International team. Although there is very little engagement with the leisure programme by long-stay international and ESOL students, there is involvement with local events and culture through project work. Relevant risk assessments specific to each activity are conducted.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were 30 students under 18 at the time of the inspection; they were enrolled on adult courses.

The school has a safeguarding policy in place and designated staff are clearly identified. Safer recruitment procedures are followed and both staff and homestay hosts receive appropriate safeguarding training. Parents or guardians complete a suitable parental consent form. There are effective systems in place to ensure contact with the parents, legal guardians or nominated representatives. Arrangements for the supervision of students in lessons and in accommodation are clear. The hosts spoken to were well aware of their responsibilities when hosting under 18s.

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	1991 (Stevenson College Edinburgh)
Last full inspection	2018 (Edinburgh College)
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	Programmes leading to initial English Language teaching qualification.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Bespoke courses outside the UK

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	Edinburgh College Granton Campus One or two classes take place here
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: April
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	502	502
Full-time ELT (15+ hours per week) aged 16–17 years	27	27
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	474	474
Part-time ELT aged 16–17 years	3	3
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**1006**	**1006**
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–75	16–75
Adult programmes: typical length of stay	1 year	1 year
Adult programmes: predominant nationalities	Ukrainian, Polish, Spanish	Ukrainian, Polish, Spanish

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	42	42
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	39	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	9	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4
Comments	
Three of the four academic managers teach between six and nine hours per week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	26
TEFLI qualification	16
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	42
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
Arranged by provider/agency		
Homestay	1	2
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	0
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	487	28
Staying in privately rented rooms/flats	487	0
Overall totals adults/under 18s	976	30
Overall total adults + under 18s	1006	