

Organisation name	Emerald Cultural Institute, head office Liverpool
Inspection date	23–25 July 2019

Section standards	
<b>Management</b> 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> 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> 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> 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> 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**

The British Council inspected and accredited Emerald Cultural Institute 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers vacation courses for under 18s.

Strengths were noted in the areas of student administration, premises and facilities and leisure opportunities.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Emerald Cultural Institute (ECI) is an Irish language school based in Dublin, which runs year-round adult programmes and seasonal junior programmes. In 2016, ECI ran their first UK-based junior summer programme at Cobham Hall and has since opened two more summer centres at Worth School in Sussex (2017) and Rendcomb College in Gloucestershire (2019).

Of the three owner/directors, one is UK based and takes sole responsibility for running the UK summer programmes.

The inspection took place over three days and two inspectors visited Rendcomb College and Cobham Hall. Head office meetings were also held at Cobham Hall, where the owner/director was acting centre manager.

Meetings were held with the owner/director, the centre manager/welfare manager at Rendcomb College, the director of studies (DoS) at each centre, the director of events at Rendcomb College, the bursar at Cobham Hall, the welfare manager at Cobham Hall and the activity managers, activity leaders and welfare staff at both centres. Focus group meetings were held with the students, teachers and group leaders at each centre.

All teachers timetabled during the inspection were observed.

One inspector visited the boarding houses at each centre.

## Address of main site/head office

Head Office: 6 St John's Place, Liverpool L22 5NP

## Description of sites visited

Rendcomb College (Rendcomb, Cirencester GL7 7HA) is an independent co-educational school set in grounds in the Cotswold countryside. The front entrance to the main school building has a reception desk and seating for visitors. The ground floor foyer leads onto a canteen, rooms used for activities, including a ballroom with a piano, and a staff common room. From the foyer, a staircase leads to the classrooms on the first floor. Also on the first floor are the teachers' staffroom, the activity staffroom, a tuck shop, staff toilets and a lockable office with a safe. Students and residential staff sleep in three boarding houses located in the grounds of the school. An indoor sports hall, an outdoor swimming pool, tennis courts and sports fields are available and used for most of the sporting activities on the programme.

Cobham Hall (Cobham, Gravesend DA12 3BL) is an independent girls' school situated on the edge of the Kent Downs. The front entrance is into the 'main house', which houses the dining hall and the gilt room, used for performances and ceremonies. A walkway from the main house leads to a modern building with staff offices, toilets, a kitchen, a tuck shop, a welfare room and the majority of the classrooms. Additional classrooms are situated in the quadrangle in the older part of the school. Students and residential staff sleep in two boarding houses in the grounds of the school or on the top floor of the main house. An indoor sports hall, an indoor swimming pool, a cookery room, a drama studio, tennis courts and sports fields are used for the leisure and sporting activities.

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

Multi-activity programmes (11–17), general English courses with project work and activities, run for three to five weeks, depending on the centre, in July.

## Management profile

ECL is owned by three directors; two based in Dublin and one in the UK. The UK director provides management oversight of the three UK centres. Each of the centres is managed by a centre manager (CM), who is supported by a director of studies (DoS), an activity manager (AM) and a welfare manager (WM). At the time of the inspection the UK director was acting CM at the Cobham Hall centre following the unexpected departure of the CM and WM. A member of the welfare team had been promoted to WM. At Rendcomb College the CM had a dual role as WM as the appointed welfare manager had withdrawn at very short notice.

## Accommodation profile

All students are residential. At Rendcomb, one boarding house was in use at the time of the inspection. Boys are in one wing and girls in the other, with completely separate staircases, and a shared common room in the middle. Rooms are single or twin with shared bathroom facilities. Each room has lockable spaces and there is Wi-Fi throughout. Accommodation at Cobham Hall consists of single, twin and multi-bed rooms (3–4 beds), with shared bathroom facilities, in two houses, one for boys and one for girls. Similar accommodation is provided in the main school building, with boys and girls in separate wings. All houses have common rooms and are Wi-Fi enabled.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management team lacks some key staff but the provision is well managed overall. Communication among staff is good. Staff management is appropriate but there are gaps in some aspects of the staff recruitment process. Student administration and customer care are very good. Publicity gives clear and accurate information about the services offered. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A satisfactory range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. Teachers' qualifications meet Scheme requirements. However, some teachers' qualifications are not TEFL specific and these teachers do not have English language teaching experience. The academic management profile is good and academic management is effective. Courses are designed to meet the needs and interests of the students and learner management works well. 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. Student needs for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. 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.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

#### Strategic and quality management

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.

Met

Met

M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
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

M3 The structure of the organisation is clear. However, two centres lost key management staff either before or soon after the start of the courses resulting in an extremely heavy workload for the director and other managers.  
M4 Communication among staff at each centre and between centres is very good. In addition to regular formal meetings, staff teams use group email accounts and instant messaging groups to keep in touch.

#### 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 have been written for single key roles in the school. However, staff taking on dual roles or additional responsibilities have not had their job descriptions updated.  
M10 The recruitment policy covers all procedures and a recruitment checklist is in place. However, five members of staff only had one reference on file. This was rectified shortly after the inspection and is no longer a point to be addressed.

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
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.	Strength

**Comments**

M14 It is evident that all staff go the extra mile to help and advise the students. Consistently good feedback from students and group leaders supports this.

M15 Pre-course information is comprehensive and group leaders reported a good level of flexibility of choice when booking courses as well as after arrival at the centre.

M21 The policy and procedure for making a complaint are very clear and are displayed in handbooks and on noticeboards. The written procedure includes the option of final recourse to an independent body.

<b>Publicity</b>	<b>Met</b>
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.	Strength
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.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	N/a

**Comments**

Publicity consists of a website, brochure and social media. The main medium of publicity is the website.

M22 The publicity is clear and gives an entirely realistic impression of the school. All advertised facilities are available, no stock photographs are used and testimonials can be verified.

**Premises and resources**

<b>Premises and facilities</b>	<b>Area of strength</b>
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.	Strength
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 Both schools visited are situated within well-maintained grounds with access to ample space for work, study, relaxation and storage of possessions. Toilet facilities are in good repair and are cleaned regularly.

P2 Classrooms in both centres are spacious, light and cool enough to work comfortably even during the hottest period of the year. In almost all classrooms, the seating arrangements are flexible and can be adjusted to suit the nature and size of group.

P3 Each school has a dining hall large enough to accommodate all the students either in one sitting or in staggered breaks during the busiest weeks. Residences each have their own common room, equipped with games and television screen. There is also outdoor space available for students to gather and relax during free time.

P4 All meals are provided by the host organisation's kitchen staff and a tuck shop is open during breaks. Drinking water is available at all times, including during excursions.

<b>Learning resources</b>	<b>Met</b>
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
<b>Comments</b>	
All applicable criteria in this section are fully met.	

## 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>	
T3 There is a wide range of experience within the teaching team. Teachers who do not have English language training or experience are supported by the DoS at each centre. Teachers at Cobham Hall attend a programme of continuing professional development. However, staff at Rendcomb have not all received such training.	

<b>Academic management</b>	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
<b>Comments</b>	
All criteria in this section are fully met.	

<b>Course design and implementation</b>	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.	Not 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.	Strength

### Comments

T11 Courses are primarily coursebook based and a skeleton syllabus provides some further structure to support teachers who wish to plan on their own. The less-experienced teachers reported that they would benefit from a more detailed scheme of work to support their planning.

T13 Students are not provided with written course outlines.

T15 Students are provided with notebooks in which to organise their notes, and store handouts and project work. However, the course has no in-built guidance for teachers to help students build independent learning skills and strategies.

T16 Courses provide good opportunities for students to develop their language skills, including project work linked to activities and excursions, active encouragement to mix nationalities within groups and information gathering tasks which encourage interaction with people outside the classroom.

<b>Learner management</b>	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.	Not 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.	N/a

### Comments

T18 There are no methods of measuring progress beyond the initial assessment at the start of the course.

### Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English including project work and excursion preparation.

### 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.	Not 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.	Not 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 Some teachers lacked sufficient language awareness to help with structure and lexis. Although models were generally accurate and some teachers used appropriate terminology to describe language, very few teachers gave any helpful information about language and no phonology was covered in any segments observed.

T24 Overall, lesson content was appropriate to the course profile and the age of the learners. However, no class profiles were provided so it was not evident whether specific learning needs were being met.

T25 Some teachers stated teaching aims rather than learning outcomes, but others expressed them very well and used them as a checklist. In cases where outcomes were not explicit, the lesson staging made them clear.

T26 A range of basic techniques was used such as elicitation, hints and prompts, time checks and the use of simple and binary questions for checking understanding. In a few segments there were examples of productive group work. Overall, teachers tended to dominate and missed opportunities to allow students to take control of activities.

T27 Management of resources was satisfactory overall. In most cases, whiteboards were zoned to organise content and some teachers used interactive whiteboards effectively. Handouts were organised into the students' notebooks. Seating arrangements varied according to the type of furniture available and it was not generally apparent that teachers had considered planning desk arrangements to promote student interaction.

T28 Feedback was mostly plenary and teacher led and some helpful feedback took place during monitoring of activities. Some in-class correction of written work was observed. There was no correction of pronunciation even though communication had occasionally broken down. Teachers often missed opportunities to promote peer or self-correction.

T29 Checking of learning was mostly carried out through monitoring of writing tasks and groupwork. In the stronger segments, teachers were observed recapping and checking what had been covered in the lesson.

T30 In almost all classes a positive and purposeful atmosphere was generated. Classroom management was firm and there was very good control of the use of English only. Pace and timing were good and some interesting topics were covered. Some productive collaborative work was observed in the project classes.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory, with the majority being satisfactory. Student profiles were not available. However, lesson content was appropriate to the course type and lesson activities were logically staged. Very little helpful information was given about language. Lesson aims were shared, though rarely as learning outcomes. A range of appropriate teaching techniques was observed, and teachers managed learning resources well overall. Seating arrangements varied in effectiveness for promotion of groupwork. Feedback was generally teacher led but overall, learning was checked. Students were motivated to use English in class and a positive learning atmosphere was fostered throughout.

## 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.	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.	Strength

## Comments

W3 Pastoral care is the central tenet of all provision. All staff are made aware of students' potential needs and who to refer issues to. Job descriptions for all posts include a strong focus on pastoral issues. Students felt they were very well cared for.



W8 Health care is a priority. At least one first aider is always available on site and off site. Staff are familiar with local health care facilities and members of staff are always available to accompany students to sources of professional care when needed. In both centres, there was evidence during the inspection of a high level of care.

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

**Comments**

W10 The two centres had slightly different cleaning and laundry schedules. One was very good; the other was certainly satisfactory.  
W11 All accommodation is inspected for safety and suitability and approved by the director when setting up the venues. It is then checked by the welfare manager before the students take up residence and when new students arrive.  
W13 There are very effective procedures for quickly identifying and resolving any problems students might have with accommodation. Students in the focus group commented on how quickly things were put right.

<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.

<b>Leisure opportunities</b>	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.	Strength
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
<b>Comments</b>	
W23 Students are well informed about the daily and weekly programmes of afternoon and evening activities and how to sign up for them.	
W24 The activities programme is excellent. Students are offered a wide choice of stimulating and entertaining activities and enjoy interesting excursions to high profile places. Active and creative activities are available, as well as specialist sessions such as African drumming, circus skills and wild-life visits and projects.	
W25 The activities programmes at both centres are very well organised. They are well resourced with qualified personnel and good equipment, and were delivered with skill and enthusiasm. Excursions are very well prepared for.	
W27 Activities teams include staff who have studied dance, drama, art, music and a variety of sports. A number of activities staff are returners who have gained experience over the years or have experience from elsewhere.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Strength
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.	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
<b>Comments</b>	

Students are aged 11–17.

S2 All staff are trained to at least basic level. The designated safeguarding lead and all on-site designated safeguarding officers are trained to specialist level.

S4 All staff are checked for suitability, but three members of staff did not have a second reference. Appropriate documentation was provided shortly after the inspection and this is no longer a point to be addressed.

### 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: multicentre****1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

**Private sector**

Date of foundation	2015
Ownership	Name of company: Emerald Cultural Institute (UK) Company number: 09818036
Other accreditation/inspection	ASIC

**Premises profile**

Address of Head Office (HO)	6 St John's Place, Liverpool L22 5NP
Name and location of centres offering ELT at the time of the inspection but not visited	Worth School, Crawley, Surrey RH10 4SD
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

**Student profile at peak at all centres**

	Collated totals in peak week: 7 July all centres
<b>ELT/ESOL students</b> (eligible courses)	
18 years and over	0
17 years and under	480
<b>Overall total</b> of ELT/ESOL students shown above	480
Predominant nationalities	Italian, Spanish, Russian, Turkish, Chinese

**Staff profile at peak at all centres and HO**

	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	38
Total number activity managers and staff	18
Total number of management (non-academic) and administrative staff	3
Total number of support staff (e.g. houseparents, matrons, catering)	12

**2. DATA ON CENTRES VISITED**

<b>1. Name of centre</b>	Cobham Hall, Cobham, Kent DA12 3BL
<b>2. Name of centre</b>	Rendcomb College, Rendcomb, Cirencester, Gloucestershire GL7 7HA
<b>3. Name of centre</b>	
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
<b>ELT/ESOL students</b>	At inspection					In peak week				
18 years and over	0	0				0	0			
17 years and under	142	30				218	77			
<b>Overall total</b>	<b>142</b>	<b>30</b>				<b>218</b>	<b>77</b>			
U18 programmes: advertised minimum age(s)	11–17 (10 for groups)					11–17 (10 for groups)				
U18 programmes: advertised maximum age(s)	17	17				17	17			
Predominant nationalities	Italian, Russian, German, Mexican, Spanish					Italian, Russian, German, Mexican, Spanish				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	12	4				16	6			
Total number of activity managers and staff	6	4				7	5			
Total number of management (non-academic) and administrative staff	1	1				2	1			
Total number of support staff	3	3				4	3			

#### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	0	0			
<b>Total</b>	<b>1</b>	<b>1</b>			

Comments

None.

#### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
	1	2	3	4	5
Centres					
TEFLQ qualification	3	1			
TEFLI qualification	5	1			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	3	1			
Teachers without appropriate ELT/TESOL qualifications.	0	0			
<b>Total</b>	<b>11</b>	<b>3</b>			

Comments

None.

### Accommodation profile

#### Numbers in each type of accommodation at time of inspection: at centres visited

<b>Arranged by provider/agency</b>	<b>Adults</b>					<b>Under 18s</b>				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				0	0			
Private home	N/a	N/a				0	0			
Home tuition	N/a	N/a				0	0			
Residential	N/a	N/a				142	30			
Hotel/guesthouse	N/a	N/a				0	0			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				0	0			
<b>Arranged by student/family/guardian</b>	<b>Adults</b>					<b>Under 18s</b>				
Staying with own family	N/a	N/a				0	0			
Staying in privately rented rooms/flats	N/a	N/a				0	0			
	<b>Adults</b>					<b>Under 18s</b>				
<b>Overall totals</b>	N/a	N/a				142	30			

<b>Centres</b>	1	2	3	4	5
<b>Overall total adults + under 18s</b>	142	30			