

Organisation name	Emerald Cultural Institute, head office Dublin
Inspection date	8–11 July 2024

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 safe, 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.	Not 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 that accreditation be placed under review because the section standard for Teaching and learning was not met and there were weaknesses in P1 and W7. The period of review to be ended by a spot check within 12 months focusing on Teaching and learning. The required evidence was subsequently submitted.

Summary statement
The summary statement has been withdrawn and should not be used.

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 was first accredited in 2019. Courses are currently offered at three centres: Cobham Hall, St George's School (Ascot) and Rose Bruford College (Sidcup).

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

The inspection took place over four days and two inspectors visited St George's School and Cobham Hall. Head office meetings were also held at St George's School. On the final day, one inspector held further head office meetings at Rose Bruford College and the other inspector joined virtual meetings.

In-person meetings were held with the owner/director, the centre managers, welfare managers, activity managers, and directors of studies at the St. George's and Cobham Hall centres. Meetings were also held with the bursar, admissions manager and enterprise and trading manager at St George's, and the commercial manager at Cobham Hall. Focus group meetings were held with the students, teachers, group leaders and activity leaders at each centre.

Remote meetings were held with head office staff based in Ireland: the admissions director, the academic director for Emerald Cultural Institute, the academic training and development coordinator, the director of studies for summer courses, and the sales and business development manager. Remote meetings also took place with the operations manager responsible for UK schools. All teachers timetabled during the inspection were observed. One inspector visited the boarding houses at each centre.

Address of main site/head office

UK head office: 6 St John's Place, Liverpool L22 5NP

Description of sites visited

St George's School (Wells Lane, Ascot, Berkshire SL5 7DZ) is a boarding and day school founded in 1877. It is set in 30 acres of grounds, a 15-minute walk from Ascot station. Meals are offered on a full board basis in the school's dining room. Students and residential staff sleep in two boarding houses, with shared bathrooms and lounges, in the grounds of the school. There are separate houses for boys and girls. Facilities at the school include a sports hall, indoor swimming pool, dance studio and performing arts centre, tennis courts, playing fields and sports pitches.

Cobham Hall (Cobham, Kent DA12 3BL) is an independent girl's 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 more modern building with staff offices, toilets, a kitchen, a tuck shop, a welfare room and the majority of the classrooms. A further two classrooms are situated in an adjacent block. 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"/>
Applied English/Content and language integrated learning (CLIL)	<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"/>
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Comments

Multi-activity programmes for students aged 11–17, general English courses with project work, excursion lessons and activities, run for four to six weeks, depending on the centre, in July and August.
Rose Bruford College runs a presentation and production arts course for two weeks, as well as a young adult course for students aged 16–18 years.

Management profile

ECI is owned by three directors; one based in Dublin, one in New York, 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, who is supported by a director of studies (DoS), an activity manager and a welfare manager.

Accommodation profile

Students in all centres are lodged in residences. The St George's and Cobham Hall students are housed in on-site boarding houses. In St George's, the students are in two boarding houses with multiple occupancy rooms and shared bathrooms. Those staff and group leaders who are not involved in night-time supervision, are housed in a third house. In Cobham Hall, the students use single, twin and multi-bedded rooms in three residential areas. Some students are in separate male and female blocks and some are in separate wings of the main building in multi-bedded rooms.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Overall, the management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity, although induction procedures are insufficient in some areas. There are very effective enrolment procedures in place. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable environment for work and relaxation, although additional premises risk assessments are required. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision does not meet the section standard. The academic staff team has a professional profile appropriate to the context, but teachers do not receive sufficient guidance to ensure that they support students effectively in their learning. Course design documents do not provide sufficient support for teachers or students. The teaching observed did not meet the requirements of the Scheme. There is a need for improvement in *Academic staff profile*, *Academic management*, *Course design*, and *Teaching*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with generally good pastoral care. The accommodation offered by the school is well managed. The leisure programme is comprehensive, well designed and staffed. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is very good provision for the safeguarding of students under the age of 18 within the centres, and in the leisure activities and accommodation provided. The safeguarding policy is suitably detailed. Staff are appropriately trained to implement it, and safer recruitment procedures are appropriate.

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.	Not met

Comments

M2 While objectives for the future of the operation are in place, they do not include time frames or evidence of progress to date.
M7 Review processes are informal and do not include a systematic review of feedback from key staff at each centre.

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 ensures that these are up to date.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Job descriptions do not include safeguarding responsibilities and there is no evidence of review dates.
M11 There are effective pre-arrival induction procedures for all staff but on arrival at the centres insufficient time is allocated for staff training in key roles.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 Customer service is central to the ethos of the organisation and staff in all departments received praise from students and group leaders for their flexibility and speed of response to any issues that arise.

M16 Enrolment procedures are efficient and very clear. All information is easily retrieved and completed in full. Feedback on the enrolment process was positive from both group and direct bookings.

M20 The complaints procedure is highlighted in a simple to follow flow chart that is accessible from a number of documents and posters around the school. Records of complaints include actions taken leading to a final resolution.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main source of publicity for the organisation is the website, managed by staff in Dublin. Brochures are also available as downloads or in hard copy.

M23 The minimum age for study on courses is advertised as 11 years but students as young as eight were accepted at one centre.

M26 Information on the number of students sharing a room is described as between two and four whereas this was up to six students at one centre. Cobham Hall is described as modern and spacious but this is not the case with the accommodation in the main hall. It is not made clear that common rooms are single gender spaces.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Risk assessments do not consider potential risks to the students' safety and security in relation to the specific areas of the premises used by the organisation.

P2 The St George's premises are in an excellent state of repair, cleanliness and decoration but areas of Cobham Hall require either maintenance or additional cleaning.

P4 Both centres provide extensive outdoor areas for student relaxation between lessons and activities, as well as a common room in each boarding house. Dining halls are spacious and a good variety and quantity of food is offered at each centre.

P6 Staff at both centres have good access to spacious offices, teacher and activity leader areas, resource rooms, kitchens and lounges. Separate staff toilets are also available.

Learning resources	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All relevant criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
<p>The academic staff team has a professional profile (qualifications and experience) that is largely appropriate to the organisation's context.</p> <p>The recruitment and support policy is not sufficiently well devised and implemented in line with the stated course objectives and the student profile. There is a lack of support for on-site academic managers to enable them to effectively support the teachers and influence the standard of teaching. Insufficient guidance for teachers is available in course design documentation for parts of the teaching programme.</p>	

Academic management	Need for improvement
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Not met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Not met
Comments	
<p>T7 First day induction time is inadequate. Staff did not feel fully prepared for their roles and ongoing support was not sufficient for them to feel confident or to be fully effective in the initial stages of their employment.</p> <p>T8 Members of the academic management team at one centre do not base themselves in the teachers' room during preparation and break times which limits the opportunity to provide effective day-to-day guidance and support for teachers. The senior teacher did not start until week two of the programme.</p> <p>T9 While academic managers are suitably qualified for the role, they had received little guidance on how to observe classes and provide meaningful feedback to their teachers. Observation feedback reports were inadequate.</p> <p>T10 Although CPD takes place every week and is compulsory for full-time staff, the topics selected were not linked to observation feedback and did not reflect the needs of the teachers.</p>	

Course design and implementation	Need for improvement
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

Comments

T11 There is a scheme of work for the first lesson of the day linked to a coursebook. However, there is very little guidance and no course design document for the second lesson which is based around writing a daily journal, an excursion lesson and project work. The afternoon intensive course has no syllabus or guidance for teachers. Course design does not consider study and learning strategies that support independent learning.

T14 Course outlines are not made available to students for any of the course components.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

T15 Initial testing procedures include all skills and are linked to the CEFR. The composition of classes was homogeneous and students at the focus groups reported positively about the level of their class.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	All

Comments

All teachers scheduled to teach during the inspection period were observed by one or other of the inspectors.

Teaching: classroom observation	Need for improvement
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Not met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Not met

Comments

T19 Teachers provided generally satisfactory explanations of grammar and lexis. In better segments contextualised definitions and concept check questions were used to clarify meaning. In weaker segments, teacher explanations added to students' confusion.

T20 The content of most lessons was based on course objectives; however, some teachers did not sufficiently consider the students' age, needs or interests when planning activities.

T21 It was not always clear how intended learning outcomes were shared with students. Objectives were expressed as one-word summaries or in language inaccessible to students.

T22 A limited range of teaching techniques was used, instructions were not clear or checked and there was excessive teacher talk in some lessons.

T23 Most classrooms were well organised and educational technology was used competently on the whole.

T24 Feedback was generally appropriate. Some teachers monitored activities well and provided individual and whole class error correction while in weaker segments there were missed opportunities for the correction of errors.

T25 Controlled and freer activities were planned to evaluate whether learning was taking place.

T26 Although students were very engaged in the project lessons, they were less so in the first lessons. Several lessons were very teacher focused, static and lacked pace or variety, while better lessons involved lots of interaction, movement and student engagement. Most teachers had developed a good rapport with their students and were supportive and encouraging.

Welfare and student services

Care of students	Met
W1 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
W2 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.	Not met
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	

W2 Pastoral care is generally very good and prioritised by the organisation. Students not travelling as part of a group receive special attention through being allocated designated welfare staff to check in with them. However, information in the student handbooks and on noticeboards in Cobham Hall is not sufficiently simplified and does not make clear who to see regarding any welfare problems.

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Not met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	

W7 The general standard of residential accommodation is good with common rooms in all boarding houses. However, the main house in Cobham Hall is less modern and is in need of renovation and there were plumbing issues that had not been fully resolved at the time of the inspection.

W13 Food in dining halls on both campuses was generally very good with a varied range of options being offered.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
No homestay accommodation is offered.	
Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W19 Very clear information is given to students and group leaders about the social programme offered; excellent support is provided to help groups plan and deliver their own additional visits and excursions. W22 Risk assessments are detailed and appropriate and shared with well-briefed staff. W23 Programmes are well led on both sites by activity managers with relevant sports training and experience. The activities teams include staff who have studied dance, drama, art, music and a variety of sports.	

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.	Not 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.	Strength
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

In the week of the inspection students in St George's and Cobham Hall were aged between eight and 17 years old. At the time of the inspection there were 100 under 18s studying at St George's and 122 at Cobham Hall. S3 The parental consent form did not make it clear that students in SG and CH from the age of 13 are unsupervised for short periods of time on trips. Also, an incorrect age range was given for Rose Bruford students and unsupervised times were not specified. This was subsequently amended and is no longer a point to be addressed. S5 Both centres have very good arrangements and clear staffing rotas in place to ensure that students are very effectively supervised during meals, lessons, breaks, and activities.

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

Inspection history	Dates/details
First inspection	July 2019
Last full inspection	July 2019
Subsequent checks/visits (if applicable)	Spot check July 2023
Current accreditation status	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	N/a

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	Rose Bruford College, Sidcup, Kent DA15 9DF
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	St George's School, Wells Lane, Ascot, Berkshire SL5 7DZ
2. Name of centre	Cobham Hall School, Cobham, Kent DA12 3BL

3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
Centres	1	2	3	4	5
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	100	122			
Overall total	100	122			
U18 programmes: advertised minimum age(s)	11	11			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Italian, German, Chinese, Spanish, Argentinian, Brazilian, Portuguese, French				

Staff profile at centres visited	At inspection				
Centres	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	8	9			
Total number of activity managers and staff	5	7			
Total number of management (non-academic) and administrative staff	4	4			
Total number of support staff	0	0			

Academic manager qualifications profile at centres visited

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

Comments

The DoS at each centre was not scheduled to teach during the inspection period. Academic support for the DoS is provided by the academic training and development coordinator based in Dublin.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	1	2			
TEFLI qualification (includes relevant QTS)	4	5			
ATEFL portfolio in progress	0	0			
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0			
Holding specialist qualifications only (for ESP/CLIL)	0	0			
Alternative professional profile	2	1			
Total	7	8			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				0	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	0	0				100	122			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	0	0				100	122			

Centres	1	2	3	4	5
Overall total adults + under 18s	100	122			