

Organisation name	Fettes Centre for Language and Culture, Edinburgh
Inspection date	19–21 July 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Fettes Centre for Language and Culture in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private boarding school offers residential vacation courses in general English for under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2006
Ownership	Fettes Enterprises, Registered number: SC311652
Other accreditation/inspection	N/a

Premises profile

Address of main site	Fettes College, Carrington Road, Edinburgh EH4 3AY
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Fettes College is set in extensive grounds close to the centre of Edinburgh. Fettes Centre for Language and Culture (FCLC) uses five boarding houses in the college grounds, as well as teaching facilities in the new Spens building, where all classes are held. This building also houses teachers' rooms for preparation, meeting and relaxation. There are extensive sports facilities as well as art rooms, a theatre, a multi-purpose dance hall, a concert hall, a music suite and computer suites. A spacious and modern dining area is used for all meals and is close to the college shop.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	24	37
Full-time ELT (15+ hours per week) aged under 16	137	212
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	161	249
Minimum age	10	10
Typical age range	10–17	10–17
Typical length of stay	2–3 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish, Austrian	Italian, Spanish, Taiwanese, Austrian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	9	44

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	19	20
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	19	
Total number of administrative/ancillary staff	9	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	17
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	19

These figures exclude the academic manager(s)

Comments

The academic manager, general manager and academic supervisor are all TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The only courses offered are short-term vacation courses for juniors aged 10–17 over a 6-week period in summer.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	161
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	N/a	0
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s		
	N/a	161
Overall total adults + under 18s		161

Introduction

Fettes Centre for Language and Culture (FCLC) is part of Fettes Enterprises (FE), a commercial subsidiary of Fettes College. It operates a six-week junior summer course every year in July and August, making use of the premises and facilities of the college. The director of FE has overall responsibility for the course, and the general manager provides day-to-day management and oversight. In addition, the head of business development manages marketing and publicity as well as overseeing the administration of the operation, with the assistance of the client co-ordinator. All these posts are permanent year-round appointments. The remaining staff are appointed on a temporary basis for the summer programme, and many return every year.

The inspection took place over two full days, a half-day and a part-day. Meetings were held with the director, the general manager, the head of business development, the client co-ordinator, the academic manager, the academic supervisor, the activity manager, the two welfare managers and the health and safety manager (Fettes College). Focus groups were held with students, teachers and group leaders. One inspector attended a meeting with activity leaders, and visited residential accommodation.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue(s): CLA guidelines are not displayed; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear management structure and FCLC is well-integrated within both FE and Fettes College. The year-round staff provide continuity.

M4 All staff are effectively connected through a range of frequent meetings, both formal and informal, and supported by staff handbooks to ensure communication flow within the permanent management team, between year-round and summer teams, and within and across academic, activity and welfare teams.

M5 Staff files demonstrate consistently implemented and comprehensive procedures, checklists and templates for each stage of the recruitment process, together with a full and thorough interviewing process.

M7 All staff receive thorough and detailed information prior to arrival and attend a two-day induction programme, which is similarly detailed and covers all aspects of the summer operation.

M8 All managers have an appraisal and other staff are asked to complete forms with comments on their colleagues, in a process which is similar to 360 degree feedback. Comments are not seen by the recipient who is instead given feedback mediated through a manager. Teachers receive feedback from observations, and afternoon projects are also observed by a member of the summer management team to ensure consistency.

M9 FCLC has a clear CPD policy, and for the majority of staff, on-the-job training is offered as required. Teachers have regular input on aspects of teaching identified in observations.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The head of business development and the client co-ordinator deal with student administration and are co-located in the management office, together with the general manager. Their roles during the summer are not specifically student-facing and each can cover for the other. At the time of the inspection they were in the process of moving over to a new database – a process which was almost complete. Meticulously-kept paper files are a back-up.

M11 There are no course choices but information on arrangements for free time, accommodation, course length and other details are clear and detailed, both in publicity and through pre-arrival information. The website includes a sample programme and also has dedicated log-in areas for parents, agents and group leaders so that they can check and refer to information about all aspects of the programme.

M14 There is an attendance policy within each staff handbook which clearly states the procedure for dealing with an absent student. Teachers complete electronic registers every morning and the academic management team follows up any absence or lateness. Registers are completed for all activities and students sign in and out of their accommodation.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 An ethos of continuous improvement is evident in the school, and this impression is borne out by comments from teachers, group leaders and even some returning students. FCLC collects feedback from a wide range of sources, including students, teachers, group leaders and agents, and this is analysed and fed into planning processes.

M18 Student feedback is collected at an early stage, as well as at the end of the course, and this is recorded on a spreadsheet for day-to-day response or carried forward to planning. There are regular meetings with group leaders during their stay.

M19 Summer staff complete an exit questionnaire and feedback is used for planning. Group leaders and agents are asked for comments and suggestions. Returning teachers and group leaders commented on the positive changes that had taken place in response to comments from previous years.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website, from which the current brochure can be downloaded. FCLC also uses a blog and social media.

M21 The language used in publicity is accurate and clear. Although some language is quite complex, both website and brochure make use of features such as charts, information boxes, colour and bullet points to ensure that key information is both highlighted and accessible.

M22 Publicity includes very clear descriptions of all aspects of the programme, including photographs and videos, all fully representative of the student experience. Testimonials are credited and permissions are on file.

M25 Publicity does not give information on the cost of the programme.

M27 Both the website and the brochure give clear and accurate details of the leisure programme, including sample programmes and photographs. Videos, blogs and social media are also used to good effect.

Management summary

The provision meets the section standard and exceeds it in some respects. Sampling of documentation revealed an issue in relation to declaration of legal and regulatory compliance which the provider has been asked to follow up. Staff are managed effectively and recruitment systems and procedures are meticulous. Administration systems are effective, and students, agents and parents benefit from excellent contact and information before and during their stay. An ethos of continuous improvement is evident in all aspects of the programme. Publicity, although lacking certain information, is clear and detailed and provides an accurate picture of the centre and its activities. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The grounds of Fettes College are extremely well maintained and the site provides generously for students both in and outside class. Staff and students benefit from an extremely comfortable environment.

R2 All areas of the centre are clean, in excellent decorative order and extremely well maintained.

R3 All classrooms in use are of an excellent standard, with flexible furniture, ample space, natural light and good facilities for display. Walls have been treated so that they can be used as whiteboards.

R4 A range of appropriate food is available in the spacious dining hall, and there are numerous areas for students to relax, both inside and out.

R5 The need for signage is limited within the context of the programme, but signposting is adequate. There is a useful and imposing central information display at the entrance to the dining hall, and there are display areas in residential houses.

R6 The management team share a small but well-appointed office, and the activities team have space to meet and a large room for equipment and resources. Teachers enjoy generous provision for preparation and relaxation, with a staffroom and kitchen area as well as a resources room with further seating. There is also further space in their residential house with additional resources and facilities for copying and preparation.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students do not have books as the course is designed in house and relies on teacher-produced materials. Some sets of coursebooks are available for class use. Students receive photocopies of selected materials, the quality of which was variable at the time of the inspection.

R8 Teachers have access to a good range of materials through which to deliver the course, as well as internet access and interactive whiteboards. FCLC also has a subscription to a source of online teaching materials. Significant use is made of photocopies from coursebooks and it seems unlikely that the centre remains within permitted copying limits. See M1.

R9 There are interactive whiteboards in all classrooms, and the technology is well supported through a dedicated team and helpdesk. Teachers have received some initial training in the use of the boards.

R12 Resources have recently been overhauled and teachers' comments incorporated. Weekly themes change each year and the general manager has produced a list of materials that can be used for each theme.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Fettes College provides an exceptional setting in all respects. Classrooms are of a high standard and technology is up to date and well supported. Resources are plentiful but there is a reliance on photocopied material from coursebooks. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The teaching qualifications of one teacher had not been evaluated so that it was not certain that she was TEFLI.

T3 The rationale provided for this teacher was accepted in the context of this inspection.

T4 The academic manager, general manager and academic supervisor are all TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T9 The weekly-themed course content ensures that continuous enrolment does not create problems of continuity or repeated lessons; however, with weekly arrivals, no particular steps are taken to ensure that new students are effectively integrated into existing classes.

T10 Teachers benefit from a good level of support, including regular meetings and development sessions based around observations.

T11 There is a programme of observation, carried out by the academic manager, who provides written and oral feedback.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The programme is based around the principles of task-based learning and teaching and uses weekly themes linked to Scottish culture and history. It is delivered not only in class, but also through a carefully linked programme of projects, afternoon activities and excursions. Detailed guidance for teachers is included in handbooks and at induction, which is important as the programme is demanding, especially for less experienced teachers.

T13 The entire programme is reviewed every year and changes are introduced as appropriate. Over the past year a considerable amount of work has been carried out by the general manager in identifying materials which could be used to create lessons around the weekly themes.

T15 Helpful use is made of student diaries, with daily writing tasks to create a personal record of the programme.

T16 The local environment is systematically integrated with course content, through work in class, out-of-class activities, projects, homework and excursions. Teachers work alongside activity leaders for some activities, and

there are materials based around specific excursions.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Students do an online test before arrival, followed by a speaking assessment on arrival.

T18 Level changes are appropriately handled, in consultation with teachers and group leaders where appropriate.

Teachers monitor progress and write academic reports.

Classroom observation record

Number of teachers seen	19
Number of observations	19
Parts of programme(s) observed	All

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers provided clear models and, in those few segments observed where language systems were a focus, knowledge and awareness was mostly satisfactory. A number of inaccuracies in spelling were evident in both plans and as models for students on the whiteboard. No attention was paid to linguistic features such as stress patterns in any of the segments observed.

T24 Plans did not contain any student profiles or anticipated problems relating to students needs, so it was difficult to assess whether learners' needs had been taken into account. Lesson content was generally appropriate but planning demonstrated little variety of focus.

T25 Aims in general were poorly expressed, and often not described in terms of learning outcomes. Sequencing was generally coherent, often as a result of the weekly theme and/or the use of published coursebook materials. Broader objectives were made known to students through weekly plans but aims of individual lessons were often not communicated in class.

T26 Teachers made use of a fairly limited range of teaching techniques, but mostly effectively. However, checking meaning was not done well in many cases and meaning was not checked at all in some segments. Teacher-focused work was frequent, and opportunities for student participation were often missed. Teachers often tended to tell rather than elicit.

T27 The interactive whiteboards were widely and competently, rather than creatively, used for a variety of activities and tasks. Whiteboards were generally well used, with charts, spidergrams, lists and students' contributions all in evidence. Some spelling mistakes and inconsistent use of capital letters also featured at times.

T28 Correction was very limited in the majority of segments observed, both in quantity and in the range of techniques seen. There were numerous occasions when student errors could have been addressed but were not. The few examples of correction seen were both effective and appropriate.

T29 In general, the selected materials and sequencing of activities, together with features of the course such as recycling, review, checking homework and diaries all allowed opportunities to evaluate learning. However, in many segments observed, there was poor checking of understanding of new language.

T30 A good variety of activities and interaction was seen overall, including warmers, pair and group work, competitions, games, movement and drawing. In some classes instructions were clear and effectively checked; in others they were unchecked and vague. In some cases, there was a lack of nomination, with the result that quieter or less enthusiastic students did not contribute. Furniture was sometimes arranged effectively to suit the activity, but this was sometimes not the case. Overall, in weaker segments, pace was slow and students disengaged, whereas in stronger segments students were fully involved in a positive learning atmosphere.

Classroom observation summary

The teaching observed just met the requirements of the Scheme, and ranged from not satisfactory to very good, with the majority of segments observed being satisfactory. The structure of the course and selected materials facilitated both overall coherence and the evaluation of learning, and competent use was generally made of technology and resources. Teaching techniques were relatively limited in range, particularly in relation to correction, and plans did not demonstrate teachers' awareness of the needs of individuals or groups.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and supported to deliver a well-designed and regularly reviewed course, which is clearly linked to the local environment and culture. Programmes of learning are managed to the benefit of the students, and the teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Health and safety issues are addressed at staff inductions and in handbooks. Fire drills in boarding houses and in the teaching centre are carried out every Monday morning. Checks of fire and electricity risks are made regularly and records of these checks were seen. There are generic risk assessments of buildings on the college campus but none specifically related to having foreign students in boarding houses and in the teaching block when these students are not familiar with the UK and are only here for a very short time.

W2 Two senior welfare managers (SWMs) oversee the welfare provision, but it is a shared responsibility of all staff. Each boarding house has a house leader and residential activity leaders (ALs) staying in it. These members of staff are individual students' first port of call with welfare issues. They also look after students who attend the course in groups. These group students can also consult their group leaders (GLs). Individual students all stay in one house and are always accompanied on weekend excursions by an AL who resides in that house and therefore knows them well. Welfare issues are discussed at the daily meeting of SWMs, the activity manager (AM), ALs, the centre manager and the accommodation manager (the director of Fettes Enterprises, who takes responsibility for the summer course accommodation). House leaders hand in a daily communications sheet describing any welfare issues to the SWMs.

W3 Students meet the SWMs at induction and can find their names in the student welcome pack as well as on the display of staff photos outside the dining room. They know who their group leaders, the house leaders and ALs resident in their houses are.

W4 Information about abusive behaviour is widely available in staff and student handbooks. However, in the student welcome pack, the description of abusive behaviour and the procedures for dealing with it are couched in language that is too difficult for students to understand. The college is addressing its responsibilities relating to the Prevent strategy with appropriate training and a suitable risk assessment. The Prevent lead has written an appropriate policy and awareness-raising of core British values is incorporated in course design.

W5 Students and parents are sent the emergency phone number as part of the enrolment procedure. It is in the students' welcome pack and on the lanyards which students wear at all times.

W6 Arrangements are clear, effective and responsive. All groups are met by an AL at the airport and are transferred to the college on a coach booked by the college. The AM is responsible for making all travel arrangements, including ensuring that individual students are met at the airport and accompanied to the college in a taxi. If a parent or guardian wishes to bring a student directly to the college, he or she has to inform the college beforehand and has to show proof of identity on arrival.

W7 Clear advice is given on traffic regulations, particularly on crossing the road safely, and on personal safety and keeping belongings safe.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students stay in one of five boarding houses on the campus. Four of these are for students in groups and the fifth is for individual students. Girls and boys are on separate floors and have group leaders and ALs sleeping on each corridor. One inspector visited three houses, including the house for individual students. FCLC does not offer any other type of accommodation.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All of the boarding houses provide spacious and comfortable bedroom space. Bedrooms have a variety of layouts, with numbers in each room ranging from one to ten students. All rooms have generous storage space and students always have a writing desk. Beds are of a good size and there is plentiful shower and toilet provision on all floors. Two houses are redecorated and refurbished every year which ensures a high standard of repair. Each house has its own laundrette where students are expected to do their own laundry. Younger students are helped either by group leaders or residential staff.

W10 Fire risk assessments are updated every year.

W11 Boarding houses are inspected by matrons every day during the year and, more thoroughly, three times a year by the accommodation manager. When the year-round housemasters and housemistresses hand their houses over to the FCLC accommodation manager, she completes a detailed checklist of each house.

W14 On their first evening, the house leader talks to all new students and ensures they know who to approach if they have a problem. In the case of students in groups, they know to talk to their group leader. All houses display photos of FCLC's residential staff. A first-week questionnaire includes questions on accommodation. Problems are addressed promptly and any action taken is recorded.

W15 Students eat all their meals in the central college dining-room with packed lunches at weekends. Snacks are provided in each house at the end of the day. The food provided is reasonably varied. The diet is well balanced and nutritious.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W22 All bedrooms and public spaces are cleaned daily. Rubbish is removed daily.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 On two afternoons a week, teachers accompany students to interesting locations around Edinburgh. At weekends, ALs and group leaders accompany students on day trips to Glasgow, St Andrews and different parts of Edinburgh. Accompanying staff have very thorough guidance sheets to make sure that students are given accurate and up-to-date information about the places they are visiting.

W27 All activities are meticulously organised and well staffed. Activities on campus – Monday afternoon sporting activities, the project work that teachers and ALs run once a week with each class and the evening campus activities – are all planned very carefully with the various age and interest groups taken into account. Wet weather alternatives are always available in one of the various large indoor spaces on the campus. As students cannot stay for longer than three weeks, potential repetition of activities or excursions is generally avoided.

W28 Generic risk assessments are supplemented by activity-specific risk assessments when the college's health and safety officer decides these are necessary. Every excursion information sheet includes extensive advice on how to handle risk. A first aid kit is always taken and leaders check that students have got their water bottles. Leaders always take, or have access to, a list of students' mobile phone numbers. Extensive training in safety and security procedures at the two-day induction which takes place before the course begins ensures that all staff know

how to respond in the event of any problem.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is of a high standard and accommodation systems work to the benefit of students. *Care of students, Accommodation and Leisure activities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

All students attending the summer course are under 18.

C1 The safeguarding policy is thorough and appropriate: it is written with evidence of expert guidance and with the particular context of this summer course in mind. It includes codes of conduct, incident reporting procedures, comprehensive safe recruitment checks and information on recognising abuse. The policy states that nobody will be employed without enhanced clearance. It is reviewed and updated annually. The general manager, who is the designated safeguarding lead, has a proactive role in all matters relating to safeguarding. Safeguarding is included in his job description.

C2 Both raising awareness and training are well covered. All staff and all group leaders receive basic awareness training. The two SWMs have advanced training and the general manager has specialist training. All staff and students sign a code of conduct. All handbooks, including the students' welcome pack, contain information on safeguarding. A significant part of the induction programme is given over to the provision of safeguarding information and training.

C3 Publicity provides a clear statement of the level of care and support given to under 18s. When parents make a booking, they are given a dedicated parents' log-in which allows them to access an area of the website which gives further information about the level of care and support.

C4 Safer recruitment is described in the safeguarding policy. The application form tells applicants that any gaps in CVs must be satisfactorily explained and that all references will be followed up. Referees are asked about applicants' suitability to work with children. Suitability checks are carried out on all staff before they are employed. Nobody is employed until they have had enhanced clearance. Group leaders, as well as teachers and ALs who have worked abroad for more than six months, must have police certificates.

C5 Staggered breaks for young students (14–17) and young learners (11–13) mean that the different age groups do not meet at break times and lunchtimes. All activities outside lessons, including breaks, are well supervised, with appropriate staff/student ratios. The leisure programme is well thought-through with a range of activities to suit different ages. Group leaders play an important supervisory role but can only be responsible for their own students. The standard of activity leader is high, with a good proportion of returners.

C6 There are clear rules for what students may and may not do outside scheduled activities. When they have spare time, they are allowed back to their houses but a member of the activity staff is always present in the house to check students in. Attendance checks in houses are carried out both in the mornings, when students leave for school, and in the evenings when they return after their last activity.

C7 All accommodation and meals are provided. Adults are always present overnight with an appropriate ratio of adults to students. At least 50 per cent of staff are first aid trained. Arrangements with a local health centre and the proximity of a hospital ensure that any medical problem is quickly addressed.

C8 The school collects parents' or guardians' phone numbers at enrolment. Two next of kin numbers are collected. These numbers are kept on a database that can be accessed remotely. Parents and guardians have the school's

emergency number.

Care of under 18s summary

The provision meets the section standard and exceeds it in all respects. There is a very high standard of safeguarding provision with well-trained and fully aware staff. Provision for supervision is entirely appropriate at all times, both during leisure activities and when students are in their accommodation. *Care of under 18s* is an area of strength.
