

Organisation name	Fettes Centre for Language and Culture, Edinburgh
Inspection date	12–13 July 2022

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Fettes Centre for Language and Culture in July 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

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

Introduction

Fettes Centre for Language and Culture (FCLC) is part of Fettes Enterprises (FE), a commercial subsidiary of Fettes College. The school was first accredited in 2008 and last inspected in 2016 with an interim visit taking place in 2021. FCLC operates a six-week junior residential summer course in July and August, making use of the premises and facilities of its parent school, Fettes College.

Provision was paused between March 2020 and summer 2022 due to the global pandemic. Since the last full inspection, a new academic manager (AM) has been appointed. The current AM started working with the school in June 2022.

This compliance-only inspection, which was conducted remotely, took place over two days. Meetings were held with the general manager, director of FE, academic manager, activity manager, two student welfare managers, the operations supervisor and the accounts assistant. Focus group meetings were held with the teachers, the group leaders and with a group of students. All teachers timetabled to teach during the week of the inspection were observed. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises and resources. One inspector visited two accommodation blocks remotely.

Address of main site/head office

Carrington Road, Edinburgh EH4 1QX

Description of sites visited/observed

FCLC is situated in Fettes College's premises, which are set in extensive grounds close to the centre of Edinburgh. FCLC has access to 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, meetings 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 dining area situated close to the teaching block is used for all meals. School offices are located in the Spens building and in the Fettes College main building.

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

FCLC runs theme-based general English classes for students. The theme of classes changes each week. Students have 17.5 hours per week of classes with teachers in classrooms, as well as six hours of teacher-led off-campus learning.

Management profile

The director of FE has oversight of the FCLC programme, and also takes a lead on accommodation. The general manager (GM) provides day-to-day management of all other areas, supported by a summer management team of an AM, activity manager, two student welfare managers and the operations supervisor.

Accommodation profile

Students stay in three boarding houses on the campus. Two houses are for students in groups and one is for individual students. Girls and boys are on separate floors and have group leaders and activity leaders sleeping on each corridor. FCLC does not offer any other type of accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated shared goals and values, and their publicity. The structure of the organisation is well established and understood, communication is very good and student administration is carried out very efficiently and effectively.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and pleasant environment for work and relaxation. A good range of learning resources is available, and guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic team has appropriate qualifications and experience. Teachers are very well supported by the academic management team. Course design and learner management are effective. Courses are managed to provide a very good benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are very well met. The residential accommodation provided is of a high standard and appropriate systems are managed effectively. Students are made aware of local social, and cultural events via teacher-led study trips. A wide range of well-organised trips and excursions is offered.

Safeguarding under 18s

The provision meets the section standard. A comprehensive safeguarding policy is in place. Relevant training is provided to all staff and group leaders. Students are very well supervised at all times on and off campus. Residential accommodation is very well managed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

There is a clear statement describing the school's well-established values and mission, which result from consultation with staff. This is made known to staff and students through handbooks, policies, documentation and publicity. There is a strategic plan with detailed, clear and realistic objectives and performance indicators for the future of the school. The structure of the organisation is very clear and easy to understand. There is frequent effective communication which includes all stakeholders through a good variety of media. There are effective

systems in place to collect and act upon feedback from students and staff, although student feedback is not collated on an ongoing basis. A detailed self-evaluation document is in place and up to date.

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

Comments

Human resources policies and procedures are thorough and made known to staff appropriately. Job descriptions are in place for all members of staff and are dated and reviewed regularly. Recruitment policies and procedures are appropriate and effective resulting in very well organised staff files. Induction procedures are thorough and highly effective and appraisals are carried out for both permanent and seasonal staff. Staff undertake continuous professional development (CPD), but there is no policy and strategy in regard to the CPD of non-academic staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

There was very positive feedback from everyone interviewed when asked about the helpfulness and friendliness of all staff, and levels of customer service. Pre-arrival advice and guidance is comprehensive and communication with prospective students is thorough and prompt. The systems for enrolment, cancellation and refunds are managed very effectively by the administration team, supported by an accessible database. Appropriate records of payment and course details are up to date. Absence and lateness policies are clear and are implemented. Conditions under which a student may be asked to leave the school are clearly communicated to students and complaints procedures are shared with students through handbooks and noticeboards.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

FCLC's primary medium for publicity is the website. A digital brochure, along with a video, are also available on the website. In addition, the school has a social media presence.

Publicity is attractive and gives rise to realistic expectations. Information is presented in clear, accurate English. However, the language used is not accessible to speakers at a B1 level of English. Course information is comprehensive and easy to find. Costs of tuition, additional materials and the leisure programme are clearly stated. There is sufficient information given in regard to the care of students. The description of accommodation is clear, detailed and accurate, as are descriptions of staff and their qualifications. Claims to accreditation are in line with Scheme requirements.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

A virtual tour and conversations with staff and students demonstrated that the building is in an excellent state of repair, cleanliness and decoration. The premises offer a first class space for work and relaxation. Classrooms are spacious and suitably furnished and provide a highly effective study environment. There is ample comfortable space for relaxation, socialising and working for both students and staff. The dining room provides a wide and varied range of food catering for all tastes and requirements.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a very good range of learning resources for both students and teachers including extensive in-house materials in a highly accessible electronic format. Classrooms are very well resourced with technology, including teacher laptops, and this is all well maintained. The school does not provide self-study materials. A thorough review of resources is carried out at least annually taking into account feedback from staff.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All members of the team have a Level 6 qualification. The teaching team has appropriate ELT qualifications and a range of knowledge, experience and skills which is well matched to the school and the students. Both academic managers are TEFLQ with relevant teaching and management experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

The academic management team has a very good knowledge and understanding of the teachers' experience and skills and matches them appropriately to classes. The timetabling of students, teachers and courses is well managed. Cover arrangements are appropriate, with effective short and long term plans in place. Course design and timetabling take into account continuous enrolment. The teacher focus group spoke very positively about the levels of support and availability of the academic management team, and this was further evidenced by the documentation and systems in place. There are highly effective systems for the observation and monitoring of teachers' performance resulting in all teachers receiving appraisals, observations and feedback during their time working at the school.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design has a clear rationale and provides a coherent well-organised appropriate framework for teaching and learning to meet students' needs. The course is systematically reviewed in response to student and teacher feedback to ensure that it meets student needs. Course outlines are shared with students. Learning strategies are

embedded into the design and methodology of the course to ensure that students can develop independent learning skills during their stay.

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

Comments

Procedures for the placement of students are straightforward and highly effective. The ongoing monitoring and support of students is satisfactory, and student achievement is effectively summarised in end-of-course reports, although ways of monitoring and measuring student progress need development. Good advice regarding access to mainstream UK education is available to students.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English

Comments

None.

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

Comments

T23 Teachers provided clear accurate models of the language, and examples and explanations were relevant, concise and memorable. The meaning of language was clearly illustrated. However, some teachers did not model oral language in connected speech when appropriate.

T24 Lesson plans included detailed student profiles which identified learning needs and styles and demonstrated an awareness of students' cultural backgrounds, as well as the dynamics of the whole class. The student profile was referred to in the plan of activities.

T25 In stronger segments, outcomes were stated appropriately, focusing on the students' anticipated progress. In a minority of segments learning outcomes did not identify what language skills would be developed, and were stated from the point of view of what was being taught, not what the students would learn.

T26 There was a good range of techniques observed, and they were used with confidence. Questioning techniques were varied and effective, as were nomination and follow up questions, creating a stimulating learning dynamic.

T27 The classroom management was very well managed with clear instructions, and well-organised classroom groupings. There was very effective use of audio-visual technology in most classes.

T28 Appropriate monitoring was a feature of most of the classes observed, and teachers used praise and feedback to good effect. There were some missed opportunities for specific correction of student errors that would have benefited individual students and their peers.

T29 In general, activities were short and had a logical progression, ensuring that students had understood previous language in order to progress. In stronger segments there was explicit reference to work that had been previously covered, as well as regular checks on learning through quizzes and recaps.

T30 Teachers had got to know their students very well in a short space of time. They were therefore able to plan activities which were relevant and engaging. In addition, they were friendly, supportive and highly effective classroom managers. These factors combined to create very positive learning environments in nearly all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good with the majority being good against the criteria. Teachers demonstrated linguistic awareness and provided appropriate models through their own speech and writing. Lessons were carefully planned with learners' needs in mind. The techniques were appropriate and used with confidence. Classroom resources were managed very well. Teachers gave thought to the evaluation of learning and feedback to learners and created a positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

The safety procedures in place to ensure the safety of students on the campus include appropriate risk assessments and the deployment of security staff 24/7. A comprehensive plan is in place to deal with potential emergencies. Students spoken to during the inspection know who to approach if they have a problem, and they gave very positive feedback on all staff. All students have the 24-hour emergency contact number. It is printed on lanyards which they wear on and off campus. Clear and practical information about travel and relevant aspects of life in the UK are made known to students. There is good access to health care provision in the vicinity of the campus and very good ratios of trained first aiders.

Accommodation (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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	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

The school has appropriate systems in place and provides a high standard of residential accommodation to students. Relevant information about their accommodation is sent to students in advance. Staff, group leaders and activity leaders are on hand to resolve any problems. An initial accommodation questionnaire and a digital safeguarding tool aid staff in quickly identifying and resolving any problems. Students praised the high quality and variety of the meals provided.

<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

Not applicable.

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

Comments

Students have excellent access to events and activities via teacher-led visits to interesting locations around Edinburgh. Activity leaders and group leaders accompany students on day trips to nearby towns and places of interest. Thorough guidance sheets are provided for all excursions. All on-site and off-site activities are meticulously organised and well staffed. All staff receive extensive training in safety and security procedures.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met

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

Comments

There were 120 students aged under 18 studying at the school at the time of the inspection. 16 students had enrolled individually and 104 were accompanied by group leaders.

The school has an exemplary safeguarding policy in place which is renewed annually. The two welfare managers have advanced training and the general manager has specialist training. Parents or guardians complete a suitable parental consent form. Safer recruitment procedures are meticulously followed and documented. Arrangements for the supervision of students in lessons and in accommodation is excellent.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	July 2008
Last full inspection	July 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	December 2021
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	Name of company: Fettes Enterprises Company number: SC311652
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
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	32	32
Full-time ELT (15+ hours per week) aged under 16	88	88
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	120	120
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian, Austrian	Spanish, Italian, Austrian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	8 activity leaders plus a large number of catering, maintenance, grounds and support staff employed by the college	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

General manager and academic manager. Neither taught during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	2
Teachers without appropriate ELT/TESOL qualification	0
Total	11
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>	0	0
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	119
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>	0	0
Staying with own family	0	1
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	120
Overall total adults + under 18s	120	