

Organisation name	Fettes Centre for Language and Culture, Edinburgh
Inspection date	14–16 July 2026

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.	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 2026. 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 private language school offers residential courses in general for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, care of students, leisure opportunities and safeguarding under 18s.

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

Introduction

The Fettes Centre for Language and Culture (FCLC) is a commercial subsidiary of Fettes College, operating as part of Fettes Enterprises. Accredited since 2008, the school's most recent inspection took place in 2022. FCLC delivers a six-week junior residential summer programme during July and August, utilising the facilities of Fettes College. This inspection lasted three days and was conducted by two inspectors. Meetings were held with the general manager (GM), bursar, academic manager (AM), activity manager, operations lead, operations manager, student welfare managers, human resources administrator, finance assistant, estates maintenance manager, senior house leaders and the academic supervisor. Focus group meetings were conducted with teaching staff, activity leaders, group leaders, and students. All teachers scheduled to teach during the inspection week were observed.

Address of main site/head office

Carrington Road, Edinburgh, Scotland EH4 1QX.

Description of sites visited/observed

Situated on the Fettes College campus near Edinburgh city centre, FCLC utilises six boarding houses. Teaching takes place exclusively in the Spens Building, which also provides dedicated rooms for teacher preparation, meetings, and relaxation. The campus further offers extensive sports facilities, art rooms, a theatre, a multi-purpose dance hall, a concert hall, and a music suite. All meals are provided in a dining area situated adjacent to the teaching block. Administrative offices are located within the Spens Building and the Fettes College main building.

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

Comments

FCLC delivers theme-based general English tuition, with themes rotating weekly. The curriculum comprises 17.5 hours of classroom-based tuition per week, further supported by six hours of teacher-led academic excursions.

Management profile

The GM maintains oversight of the FCLC programme, retaining responsibility for the day-to-day management of all operational areas. Strategic support is provided by a summer management team consisting of the academic manager AM, activity manager, student welfare managers, and the operations manager.

Accommodation profile

Students stay in six boarding houses on the campus. Girls and boys are on separate floors. Group leaders and activity leaders have rooms on each corridor. Rooms are a mix of single, twin, quads and five or eight bed dorms. FCLC does not offer any other type of accommodation.

Summary of inspection findings**Management**

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals, values, and publicity. The structure of the organisation is well established, and staff are effectively managed. Communication is excellent, and student administration is carried out with high efficiency. *Strategic and quality management*, *Staff management*, and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant, and professional environment for work and relaxation. A range of learning resources is available, which is highly appropriate to the age and needs of the students. Clear guidance on the use of these resources is provided for students and staff where required. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team possesses a professional profile that is clearly appropriate to the context. Teachers receive excellent support, and both course design and learner management are effective. Overall, the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security and information. Students benefit from very well-managed out-of-class activities, a high level of pastoral care and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M1 The goals and values of the organisation are made known to staff and students. They are integral to the working of the organisation and inform recruitment, inductions and CPD and day-to-day operations and communication.

M2 The objectives of the organisation are clear and are known and understood by relevant managers. There are comprehensive measures at school and board levels to monitor progress.

M3 There is a clear and documented structure in place, which is communicated to staff, students and group leaders. Staffing levels are generous, and FCLC operations are further supported by the Fettes College infrastructure and staff.

M4 Day-to-day communication in the school is excellent. There is a range of regular planned meetings to ensure that all departments are well informed. There is also a strong culture of positive informal communication. In addition, the school communicates regular updates to staff, parents and their representatives throughout the year.

M6 There are regular formal feedback mechanisms for staff feedback through meetings. In addition, end-of-course questionnaires and meetings are held with staff to collect feedback. There is good evidence that staff views are valued and acted upon.

M7 There is a systematic approach to analysing feedback and reviewing performance at the end of each summer. Reports are prepared for the FCLC board, and relevant details are shared with managers and staff.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength

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.	Strength
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.	Strength

Comments

M8 There is an appropriate range of human resources policies and protocols in place. These include extensive provision for staff well-being, and a range of benefits to ensure that staff feel valued and supported.

M10 The recruitment policy is comprehensive and consistently implemented, contributing to the formation of an appropriately qualified, experienced team. There are clear procedures for the re-employment of returning staff. Staff files are very well organised and complete for all.

M11 All staff receive a thorough induction which covers all required areas. Induction includes pre-arrival information and tasks as well as a paid two-day on-site programme for all staff.

M12 There are robust and supportive appraisal and performance management procedures in place ensuring that all staff performance is monitored and reviewed effectively, that good performance is highlighted and that unsatisfactory conduct is managed sensitively and developmentally.

M13 There is a structured approach to CPD to ensure all staff receive appropriate training. Furthermore, the school provides CPD opportunities that enable staff to meet and exceed the requirements of the organisation, the students, and their own professional aspirations.

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.	Strength
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.	Met
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.	Strength
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.	Met

Comments

M14 There is a strong culture of communication and customer service which ensures that students, group leaders, parents and their representatives are well informed. Students' and group leaders' feedback stated staff are approachable and helpful.

M15 The school provides comprehensive pre-course information and communication, including regular course updates for agents and prospective individual students.

M19 Conditions and procedures under which a student may be asked to leave the course are covered with brevity and clarity in the enrolment form, student handbook and at induction for students. There is evidence of an effective staged process for warning and the opportunity for improvement being implemented.

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.	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.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school promotes its programme through its website and an overview document which is sent out to all agents and prospective individual students. In addition, it has a presence on social media channels.

All criteria in this area are fully met.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
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

P2 Premises are clean and very well maintained with regular and comprehensive decorating and maintenance. There is an ongoing schedule of works which ensures that all premises and facilities are in a very good state of repair.

P3 Classrooms are spacious, quiet and have appropriate ventilation and temperature controls in place. Rooms are well resourced with flexible furniture which is highly appropriate for the space and the course context.

P4 Student lounges and common areas are very comfortable and provide a welcoming environment. The school's dining room provides an excellent range of healthy food in very pleasant surroundings.

P6 Staff have a number of spacious areas for both relaxation and work, ensuring a very comfortable professional environment for them to work and relax in.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
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.	Strength

Comments

P7 An extensive range of learning resources suitable for the course is available. This includes a comprehensive bank of custom-made materials designed to meet course objectives.

P8 There is an excellent range of in-house materials for teachers. They are all provided with a personal laptop and access to stationery items, project materials, and resources for additional activities which form part of the course design.

P9 There is an excellent range of educational technology in classrooms, which is well maintained and used regularly and confidently. All staff receive training in how to effectively use technology to promote teaching and learning.

P11 Weekly meetings provide opportunities for staff to feedback on resources. In addition, teachers take part in a review of weekly projects and resources at the end of the course. The results of this feedback inform programme and materials design for the coming year.

Teaching and learning

Academic staff profile	Area of strength
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	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context with a very well qualified and experienced academic management team and a teaching team with highly suitable qualifications and experience. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
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.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
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.	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.	Strength
Comments	
T7 Extensive information about the course is made available in advance to teachers, including a pre-course induction pack and access to learning resources. This, combined with a thorough on-site induction, ensures that academic staff are very well prepared to deliver courses effectively.	
T8 Academic managers check in with all teachers every day. There is regular timetabled time for teachers to work together as a group with the academic managers to discuss lessons and strategies. Teachers also reported that academic managers are available and approachable outside of these times.	
T10 There are opportunities for CPD shared with teachers before their arrival at the school, including self-directed individual development. There is at least one CPD workshop per week for teachers and they are offered opportunities to share their expertise by leading the sessions.	

Course design and implementation	Met
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.	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.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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	
T12 There is systematic integration of the local environment with course content through work in class, out-of-class activities and a focus on UK life and culture. Activity staff are encouraged to support learning. Students are encouraged to collaborate and communicate across nationalities.	
T13 There is a formal, documented process for course review. This includes staff feedback, end-of-course meetings and course reports which include action points for updating the academic programme.	

T14 Course outlines are provided to students. However, in a significant number of cases, they do not include reference to learning outcomes.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
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

All relevant criteria in this area are fully met.

Classroom observation record

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

Comments

None.

Teaching: classroom observation	Met
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.	Strength
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
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.	Strength

Comments

T19 Nearly all teachers used language appropriate to the students' level to illustrate and explain language. Models of pronunciation were generally provided effectively for individual words and sounds, and examples and explanations were relevant and concise.

T20 All plans included activity types which reflected the age, background and preferences of students. Plans demonstrated a very good awareness of student profiles and were strongly linked to course objectives.

T21 In the majority of classes, learning outcomes were made known to students, and there was an appropriate sequence of activities. However, in a significant minority of cases, learning outcomes were stated as activities or teaching aims and did not refer to language learning.

T22 The majority of teachers employed a good range of techniques with confidence. They were adept at giving instructions, nominating, checking understanding and setting up dynamic, stimulating activities.

T23 All teachers made highly competent use of the learning resources available, including interactive whiteboards and whiteboards. The large majority of teachers controlled the learning environment, including seating arrangements, with expertise.

T24 All teachers monitored students appropriately, and nearly all provided useful feedback to students on their performance during the lesson. In stronger segments, teachers demonstrated principled and consistent error correction techniques.

T25 In most classes observed, opportunities were provided for students to demonstrate their ability to use recently learnt language. Stronger segments included reflection stages which supported students in understanding what they had learnt and what they needed to work on further.

T26 All teachers built rapport and trust with learners. Lessons involved a good balance of student-to-student and teacher-to-student activities. Activities were consistently set up and managed effectively, and the class environment was inclusive, supportive and engaging.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
Comments	
W2 Students benefit from excellent pastoral care. Systems to report and monitor any welfare concerns are very efficient. Staff responsible for dealing with pastoral care are very well trained and experienced.	
W3 Tolerance, respect and kindness are integral to the school's operations. These values are central to the tuition programme and one of the aims of the activity programme is to foster inclusion and understanding. Policies are in place to promote tolerance and respect and there are procedures to deal with any abusive behaviour.	
W6 A large proportion of staff are first-aid trained. Students have access to health care provision and staff can accompany any students to the doctor or hospital as necessary.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	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.	N/a
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W13 Meals are of a high standard. Options are varied, healthy and appetising. Dietary requirements are well catered for. Students are also provided with snacks and drinks for the evening in their accommodation. Student feedback on meals is consistently positive.	
<i>Accommodation: homestay only</i>	
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	
None.	
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.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 A wide variety of activities is available, which are very appropriate to the profile of the students. Student and group leader feedback on the leisure programme is excellent. W21 The leisure programme is very well organised and resourced. Staff to student ratios are generous. Teachers are involved in many of the excursions. Very clear itineraries, instructions and presentations are available to staff. W23 All activity staff are very well trained, and the activity manager is experienced. Ongoing support is provided for activity staff, and very clear briefings take place.	
Safeguarding under 18s	
Safeguarding under 18s	Area of strength
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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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	
At the time of the inspection, all students (222) were under the age of 18. 18-year-olds are only accepted as part of a group and if they are in the same school year as 17-year-olds. At peak there is expected to be two students who are aged 18. S1 A comprehensive safeguarding policy is in place. Expert input from the main school's safeguarding team has informed the creation and updating of the policy. A strong safeguarding culture is present in the school.	

S2 The safeguarding policy has been shared with all relevant stakeholders. Training levels are very appropriate, the general manager and the operations manager have both completed specialist training and there are several members of staff who are trained to an advanced level.

S5 There are very suitable arrangements for the supervision and safety of students during the scheduled programme. Regular checking of attendance takes place during all activities; robust measures are in place to mitigate risks and there is a high ratio of staff to students.

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	2008
Last full inspection	In person: 2016; Virtual: 2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Fettes College.
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	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	50	50
Full-time ELT (15+ hours per week) aged under 16	172	172
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	222	222
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
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Spanish, Taiwanese, Russian, Portuguese, Greek, Austrian	Italian, Spanish, Taiwanese, Russian, Portuguese, Greek, Austrian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	19	19
Number teaching ELT 20 hours and over a week	19	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	24	
Total number of support staff	50	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	4
TEFLI qualification	14
ATEFL registered portfolio in progress	N/a
Non-ELT-related qualified teacher status only (for short courses for under 18s)	N/a
Holding specialist qualifications only (for ESP/CLIL)	N/a
Alternative professional profile	1
Total	19
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>		
Homestay	0	0

Private home	0	0
Home tuition	0	0
Residential	0	222
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	222
Overall total adults + under 18s	222	

Items requiring early action

N/a.