

Organisation name	Inlingua Edinburgh
Inspection date	21–22 February 2023

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.	N/a

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Inlingua Edinburgh in February 2023. 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).</p> <p>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.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Inlingua Edinburgh, established in 2005, is one of two Inlingua schools in the UK, operating under licence from Inlingua International AG, which is based in Bern and has over 350 schools around the world. The school makes full use of its location in a capital city and incorporates experience of the culture and history of Edinburgh in all its programmes. All students are over 18 and are referred to as clients. The school offers enrolment courses all year round.

This compliance-only inspection took the equivalent of one day and a part day. One inspector inspected remotely and one inspected remotely for a part day and visited the school in person for the full day. The inspectors held meetings with the director, the director of studies (DoS) and the assistant director of studies (ADoS), the accommodation officer and the admissions and office manager. A focus group meeting was held with the teachers, and another with a group of students. All of the seven teachers timetabled to teach during the inspection were observed, including the ADoS. There was one online class taking place at the time of the inspection which was also observed. One inspector spoke to two homestay hosts and was given a virtual tour of their homes.

Address of main site/head office

40 Shandwick Place, 3rd floor, Edinburgh EH2 4RT

Description of sites visited/observed

The school occupies the top floor of a four-storey building, situated close to the centre of the city and on frequent public transport routes. Accommodation consists of eight teaching/training rooms of varying size, a student common room, a teachers' room, the director's office and a reception area used by the administration manager, the director of studies, the accommodation officer and the administration assistant, a small kitchen and bathroom facilities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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

The school runs General English courses for adults at a number of levels for groups, maximum ten students, for 15 hours per week. An intensive course, 22.5 hours per week, combines General English morning sessions with afternoon options, which include Spoken Performance, English Examination Preparation, Business English, a range of English for Special Purposes (ESP) courses and one-to-one tuition. Business English and ESP courses are also available in small groups, maximum four, and one-to-one. Programmes in teacher training with English language development are also offered. All types of provision described above were running during the week of the inspection.

Management profile

The director has overall responsibility for all areas working closely with the DoS and ADoS. The director focuses on administration, marketing, admissions, welfare and premises, while the DoS and ADoS manage all aspects of the academic programme

Accommodation profile

The school currently has a register of around 15 homestay hosts with two in use at the time of the inspection. Homestay options include bed and breakfast, full/half board and self-catering. A number of students already live

locally and some prefer to arrange their own accommodation. A student residence is available in the summer period and students book this direct although groups can be booked by the school if required.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is generally clear and accurate. However, further work is needed on developing written human resources policies and making these known to staff.

Premises and resources

The provision meets the section standard. The premises are in a good state of repair and provide staff and students with a bright, clean and comfortable place to work and study. All classrooms are suitable for the numbers of students allocated, and there is a wide range of teaching and learning resources available.

Teaching and learning

The provision meets the section standard. The profile of both the academic management team and the teachers is satisfactory, and teachers receive very good support from the DoS and ADoS. Programmes of learning are managed to the benefit of the students, course design is reviewed regularly and 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 generally met, but a comprehensive emergency plan is not in place. The homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are made aware of local social, and cultural events and a suitable range of leisure activities is offered.

Safeguarding under 18s

No students under the age of 18 are accepted.

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 values and mission. This is made known to staff and students through handbooks and policies. There is a simple strategy in place with clear and realistic objectives for the future development of the school. The structure of the organisation is very clear and easy to understand and

communication, although mostly informal, is effective and staff felt very well informed. There are good systems in place to collect feedback from students in writing, as well as through meetings and conversations. Staff feedback is collected informally and through meetings and there is evidence of it being collated and analysed and of action being taken. 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.	Not 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.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

The school is currently working on developing its written human resources policies and the ways in which these will be made known to staff. Job descriptions, recruitment and induction procedures are appropriate; however, not all records sampled had the required references. The continuing professional development (CPD) record provides evidence of the school's commitment to developing staff and responding to their development needs.

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

Students commented very positively on the helpfulness and friendliness of all staff, and excellent customer service is at the centre of the ethos of the school. Pre-arrival advice and guidance is personalised and communication with prospective students is thorough. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students.

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.	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.	N/a
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

Publicity comprises a website with downloadable brochures. The website is the main form of publicity. Publicity is generally accurate and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English and information on courses is well presented and easy to find. Costs of tuition, additional materials and accommodation are clearly stated. The description of accommodation is accurate.

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

The building is clean and in a good state of repair and decoration, providing a comfortable environment for work and study. Classrooms are suitable and there is sufficient space for the current numbers of staff and students to work and relax. Tea, coffee and fresh drinking water are provided free to students in the student lounge. Signage is clear.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a good selection of learning resources for both students and teachers. Resources include in-house materials created by teachers and stored on a shared drive. Technology at the school is well maintained. Review and development of teaching resources is mostly carried out on an on-going basis. Teachers in the focus group were very satisfied with the resources available to them.

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 teachers have a Level 6 qualification. Two teachers do not have TEFL qualifications that meet the Scheme requirements. Rationales were presented and accepted in the context of this inspection; both have a wide range of teaching experience, regularly undertake CPD and are supported by the DoS and ADoS. The DoS does not have a TEFLQ qualification. A rationale was provided and accepted in the context of this inspection. He is TEFLI, has many years of appropriate experience and is supported by the ADoS who is TEFLQ.

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 managers have a very good knowledge of the teachers' experience and skills, and teachers are matched appropriately to courses. The timetabling of students, teachers and courses is straightforward and managed well. Cover arrangements are adequate. Information and guidance on continuous enrolment is limited but appropriate to the context of the current range of courses. The teacher focus group confirmed that the academic manager is available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.

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.	N/a
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 is primarily coursebook based for the general English and examination courses. Evidence was seen of regular review of course design, and learning outcomes are made known to students. Learning strategies are included in course design through the coursebooks in use; plans are underway to embed study and learning strategies more explicitly into the courses.

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 and the monitoring of their progress are clear, effective and well managed. Placement testing is thorough and comprehensive and feeds into the ongoing assessment and support of students. Assessment and monitoring of students is integrated into courses. Academic reports are available on request, and advice regarding examinations and access to mainstream UK education is also available.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

One class was delivered online. All other classes were face to face.

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 Language was generally very well modelled with clear explanations, contextualisation and relevant examples of new vocabulary. Teachers showed good awareness of register. Lesson plans included language analysis and anticipated problems arising from students' first language.

T24 Teachers produced detailed class profiles with useful information about students' linguistic needs which were considered in the setting of course and class objectives. The content of lessons was highly appropriate for students, whether individually or in groups.

T25 Learning outcomes were highly relevant, well defined and made known to students. There was a clear link between activities, outcomes and the student profile.

T26 In general there was a very good range of techniques in evidence, including good questioning, prompting and checking of meaning. Students were often given time to think and process new language before being asked to produce it. Teachers encouraged pair and groupwork.

T27 There was confident use of resources including the whiteboard, coursebook and teacher created materials, as well as audio visual material. Teachers gave very clear instructions by demonstration and example, and included checks on understanding.

T28 Teachers mostly monitored well and students received feedback on tasks, though at times students could have been challenged further. Teachers gave frequent encouragement and praise and some used a good range of correction techniques, including promoting self- and peer-correction, effective use of gesture and delayed feedback.

T29 All lessons contained checking activities to evaluate whether learning was taking place. In some segments, there was also a review of learning from the previous lesson, and in the strongest segments, this was very effective.

T30 In all classes seen students were interacting and engaged. Teachers clearly knew their students well and were aware of their learning needs; classes were purposeful and there was a warm, positive and encouraging atmosphere.

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. Detailed student profiles were in place, and the majority of lessons were logically staged with clear outcomes. A range of teaching techniques was confidently used and the learning environment was well managed. All teachers were friendly and supportive and students were fully engaged with their learning.

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.	Not 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

Appropriate risk assessments are in place to ensure the safety of students on the premises but there was no major incident plan in place to deal with potential emergencies. Students spoken to during the inspection know who to approach if they have a problem, and gave positive feedback on the welfare support provided by all staff. A 24-hour emergency contact number is provided. Clear and practical information about travel and relevant aspects of life in the UK are made known to students. Advice on registering with a doctor is included in the student handbook and first aid provision is available on site.

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.	Met

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 suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance and staff are on hand to resolve any problems. The accommodation officer does an initial verbal accommodation check with individual students within the first two days to identify any problems. Hosts spoken to were happy with the responsiveness of their contacts at the school.	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
W21 The school responds to specific requests for information from students but there is no proactive support or information such as advice on tenancy agreements or local taxes in the student handbook or elsewhere.	
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 receive information about local social and cultural activities via noticeboards and various leaflets and sign-up sheets are available in the student lounge. At the time of the inspection, a variety of activities was on offer; all activities are led by a member of the teaching team. Relevant risk assessments are conducted.	
Declaration of legal and regulatory compliance	
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .	
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	2009
Last full inspection	2017
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	Foreign language teaching
Other related accredited schools/centres/affiliates	Inlingua Cheltenham
Other related non-accredited schools/centres/affiliates	350+ Inlingua schools world-wide

Private sector

Date of foundation	May 2005
Ownership	Name of company: Languages a la carte Ltd Company number: SC284657
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	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: 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	17	52
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
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	17	52
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	30–45	30–45
Adult programmes: typical length of stay	3 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss, Brazilian, German, Saudi Arabian, Spanish	Spanish, Czech, Polish

Staff profile

At inspection	In peak week July (organisation's estimate)
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Total number of teachers on eligible ELT courses	6	9
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		1
Academic managers without TEFLQ qualification or three years relevant experience		1
Total		2
Comments		
The ADoS was teaching 13 and a half hours in the week of the inspection.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		4
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		1
Teachers without appropriate ELT/TESOL qualification		1
Total		6
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	2	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	7	N/a
Staying in privately rented rooms/flats	8	N/a
Overall totals adults/under 18s	0	N/a
Overall total adults + under 18s	17	