

Organisation name	The Language Institute (TLI) Edinburgh
Inspection date	20–21 January 2022

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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. However, evidence must be submitted within three months to demonstrate that weaknesses in M10, W1, W2, S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
The British Council inspected and accredited TLI Edinburgh in January 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> 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

The school is a family-owned business with two family members still involved in the running of the school, one as director and one as general manager.

The school continues to accept 16 and 17 year-olds on adult programmes and is concentrating on open-enrolment general English and examination courses for individuals rather than closed groups of students.

The inspection took the equivalent of one day and a part day over two days. Due to the global pandemic the inspection was conducted remotely. The inspectors held meetings with the general manager (GM) and the director of studies (DoS). One inspector had a telephone call with the director of the school. A focus group meeting was held with the teacher teaching at the time of inspection, and another with a group of students. One face-to-face class was taking place at the time of the inspection and both inspectors observed the class separately. The inspectors were sent a video tour of the premises in advance of the inspection, and one inspector spoke to the owner of the accommodation agency used by the school and one homestay host who gave him a virtual tour of the home.

## Address of main site/head office

St. Peter's Church, Lutton Place, Newington, Edinburgh EH8 9PE

## Description of sites observed

The school is currently using temporary premises having withdrawn from the lease of its previous building in December 2021.

The temporary premises are on one floor of an extension to the church hall building of St. Peter's Church in Newington, a predominantly residential area of Edinburgh. The premises are on several main bus routes in and out of the city centre and a ten-minute walk away from the east end of Princes Street.

The school has use of both rooms of the extension, each of which can accommodate six students. As well as the two rooms used as office/classroom space, there is a foyer area with a sink, fridge and microwave. There is one large unisex toilet. The school also has use of the landscaped garden and grounds belonging to the church, with picnic benches and tables.

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 checked="" type="checkbox"/>	<input checked="" 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 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

At the time of inspection the school was offering 15 hours of general English a week in the mornings. Students can add afternoon classes of exam preparation or business English; these run according to demand.

## Management profile

The GM has overall responsibility for all areas working closely with the DoS, both reporting regularly to the director. The GM focuses on administration, marketing, admissions, welfare and premises, while the DoS manages all aspects of the academic programme.

## Accommodation profile

The school offers homestay accommodation arranged through a local accommodation agency. At the time of the inspection one student was staying in homestay accommodation arranged by the agency, and the remaining students were staying with family or in privately rented accommodation. One inspector spoke on the telephone to the owner of the accommodation agency and conducted a video call and tour of the home with the homestay host currently hosting a student from TLI. The owner of the agency and the host had worked with the school for many years.

## 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.

### Premises and resources

The provision meets the section standard. The temporary building used by the school is in good condition. Classrooms are adequate in size for the number of students, as is space for staff and students to work and relax in. There is a good range of teaching and learning resources.

### Teaching and learning

The provision meets the section standard. The DoS has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. In general, the needs of students for security, safety and information are met, although some aspects of the premises and fire risk management must be reviewed. A critical incident plan is not currently in place. The homestay accommodation provided is suitable and appropriate systems are managed effectively. A range of well-managed local leisure activities are available to students.

### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is incomplete but relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons, social activities and while in homestay accommodation. Parental consent forms are appropriate and the extent of the supervision of students is made very clear.

### 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.	Not 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.	Not 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**

The school is currently working on redefining the goals and values of the organisation as part of how it plans to move forward, so no statement was available at the time of inspection. There is a simple development plan with clear and realistic objectives for the future of the school. The structure of the organisation is very clear and easy to understand and communication, although mostly informal, is effective. Although there are good systems in place to collect feedback from students in writing, as well as through meetings and conversations, early feedback is not routinely collected. Staff feedback is collected informally and through meetings and there is evidence of action being taken. A 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.

Not 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**

Human resources policies are in place, and staff are made aware of them during interview, induction and through the staff handbook. Job descriptions lack detail and do not always cover specific responsibilities such as safeguarding. Recruitment and induction procedures are appropriate; however not all records sampled had the required references and suitability checks. The continuing professional development 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.

Not 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 in the focus group commented very positively on the helpfulness and friendliness of the staff at the school. Communication with students and their representatives is personalised and enrolment procedures are well managed. Records of payment and course details are up to date; however the school does not currently ask for information about whether emergency contacts can speak English. Policies and procedures for managing student attendance are in place and known by students. Systems for enrolment, cancellation and refunds are appropriate.

**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.	Not 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

The website is considered the main medium of publicity.

Publicity is generally accurate and gives rise to realistic expectations. The location of the new premises being used is described clearly with a helpful map and information, but currently there are no photos of the school. Information is presented in clear, accurate and accessible English, although there is minimal description of the objectives of the different courses offered. Costs of tuition, additional materials and accommodation are clearly stated. The description of the level of care given to students under 18 is accurate.

### Premises and resources

<b>Premises and facilities</b>	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.	Not 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 video tour of the premises showed that the building being used by the school is in a good state of repair and decoration. In the focus group, students confirmed that the school is clean and provides a comfortable environment. Classrooms are suitable and there is sufficient space for the current numbers of staff and students to relax. Tea, coffee and tap water are provided free to students. Signage is minimal at present because of the temporary nature of the use of these premises; the school will check with the church administrators if additional signage may be permitted.

<b>Learning resources</b>	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 range of teaching and learning resources, available to teachers and students. Educational technology is appropriate. An informal policy is in place for the review of learning resources; to date all requests for additional books and learning resources have been met. Students and the teacher spoken to expressed satisfaction with the materials available.

## Teaching and learning

<b>Academic staff profile</b>	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
<b>Comments</b>	
The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. The academic manager is TELFQ with a great deal of relevant teaching and management experience.	
<b>Academic management</b>	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
<b>Comments</b>	
The academic manager has very good knowledge of the teacher's experience and skills. The teacher in the focus group confirmed that the academic manager is available and supportive, and it was apparent they work very well together as a team. Cover arrangements are good. Information and guidance on continuous enrolment is limited but appropriate to the context of the current range of courses. There are effective systems in place for the observation and monitoring of teachers' performance.	
<b>Course design and implementation</b>	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.	Not 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
<b>Comments</b>	

Course design has a clear rationale and structure based on the 'can-do' descriptions of the CEFR. It is clearly communicated to teachers and students, although course outlines for students could be more focused on learning outcomes. Plans for the continuing development and evaluation of the course design had to be put on hold because of the global pandemic, but work is underway to enhance and build on the existing design by, for example, embedding study and learning strategies more explicitly into each level. Courses are reviewed in response to student and teacher feedback.

<b>Learner management</b>	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 as well as the monitoring of their progress are clear and effective. Assessment is integrated into courses. Support for selecting examinations is effective, academic reports are produced at the end of each course or on request and access to information about mainstream UK education is available.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	General English

#### Comments

The teacher was observed separately by both inspectors.

<b>Teaching: classroom observation</b>	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 very well modelled with clear explanations of grammar and relevant examples of new vocabulary. Excellent modelling and drilling encouraged clear production of connected speech.  
T24 Class profiles were seen and students' needs were well met in the attention to pronunciation and speaking skills evident in the segments seen. The content of the lesson was highly appropriate for the students.  
T25 The lesson plan was coherent with a clear link between activities and aims. Learning outcomes were referred to with students.

T26 A good range of teaching techniques was seen and used confidently. There was a focus on specific language through repetition and drilling employing a range of paralinguistic techniques; pronunciation and connected speech were woven into the flow of the lesson.

T27 Confident and skilful use of resources was seen, including creative use of the coursebook, good board work and teacher created materials. Overall the lesson was calm, controlled and structured with a seamless flow from one task or activity to the next.

T28 Student progress and performance was monitored throughout. Self, peer and teacher correction was regular and timely. Opportunities for students to work on specific areas of pronunciation were embedded in the lesson. The teacher gave regular good but judicious praise.

T29 Tasks and activities to check whether learning was taking place were an integral part of the lesson, seeming to occur naturally though clearly well-planned.

T30 The teacher knew the students very well and was able to engage and motivate as well as challenge them. Rapport was good and students were clearly enjoying the lesson and learning.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was judged as very good overall against the criteria. The teacher demonstrated sound grammatical awareness and provided excellent models of the language. Lessons had been carefully planned with clear knowledge of students and with their needs and interests at the forefront. The techniques used were wide ranging and appropriate, and resources were managed very effectively. The teacher had given thought to the evaluation of learning, gave constructive feedback to learners and created a very 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.	Not 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

Although fire and premises risk assessments have been carried out by the landlords of the school's temporary premises, the school has not carried out additional checks regarding fire and security issues. Fire drills have not been held by the school and signage is inadequate. The premises risk assessment provided does not cover security issues such as access to the building by a member of the public. The school does not have a major incident plan. All staff are available to offer pastoral care to students and in the student focus group they spoke highly of the support available to them. Tolerance and respect is promoted in handbooks in addition to advice on relevant aspects of life in the UK. First aid provision is good and an emergency contact number is made available to students.

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

It was clear from school documentation, conversations with the accommodation agency and the virtual tour of the homestay in use at the time of the inspection that the school has clear expectations of accommodation providers. Furthermore, student feedback confirms that accommodation is comfortable, clean and well managed. The school requires that all homestays provide all necessary facilities and services. Regular checks on homestays have been carried out by the accommodation agency to monitor suitability and safety. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules, terms and conditions are made very clear to homestay providers.

<i>Accommodation: homestay only</i>	
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.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### Comments

None.

<b>Leisure opportunities</b>	
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

A social programme is offered during peak season (May to October) which includes excursions to popular attractions in the city, all accompanied by a member of staff. During quieter periods an informal programme is offered subject to student interest. Activities are well planned, risk assessed and training is provided for any new staff leading an activity for the first time, including health and safety issues. Despite no formal social programme being in place at the time of the inspection due to Covid restrictions and low student numbers, students at the focus group were very happy with the opportunities provided for them. Staff are available to offer advice and support on events and activities in Edinburgh and the surrounding area.

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not 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.	Not 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

The school accepts 16 and 17 year-olds in adult classes. Prior to the global pandemic groups of under 18s were accepted. At the time of the inspection there were no students aged under 18 studying at the school. There is a basic safeguarding policy in place but it does not include information on recognising signs of abuse, delayed suitability checks, or guidance on appropriate behaviour when dealing with under 18s. There was no evidence that the policy is reviewed and updated annually. All staff and homestays undertake basic safeguarding training. The parental consent form provides good information on the level of supervision for under 18s both on and off the premises, although a sliding scale of curfew times would be a useful addition to this document. The organisation has an appropriate recruitment policy, however one member of staff is currently without a certified suitability check and no risk assessment is in place. Arrangements for the supervision of students in lessons and in case of absence are clear. Suitable procedures are in place for the accommodation of under 18s and hosts are fully aware of their responsibilities. All students under 18 are required to provide information on two emergency contacts.

#### 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	2007
Last full inspection	2016
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	Externally validated TESOL courses
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

#### Private sector

Date of foundation	June 2003
Ownership	Name of company: The Language Institute Edinburgh Company number: SC251401
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	None

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	104
Full-time ELT (15+ hours per week) aged 16–17 years	0	8
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
<b>Overall total</b> ELT/ESOL students shown above	<b>4</b>	<b>112</b>
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	16+	16+
Adult programmes: typical age range	18–28	18–35
Adult programmes: typical length of stay	3 weeks	3 weeks
Adult programmes: predominant nationalities	Brazilian	Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	13
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
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	0
<b>Total</b>	<b>1</b>

**Comments**

None.

**Teacher qualifications profile**

## Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1

**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	1	0
Private home	0	0
Home tuition	0	0
Residential	0	0
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	2	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	4	0
Overall total adults + under 18s	4	