

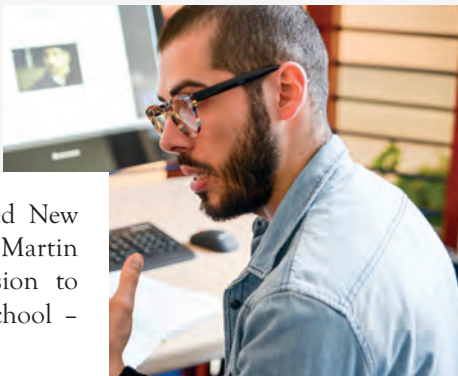
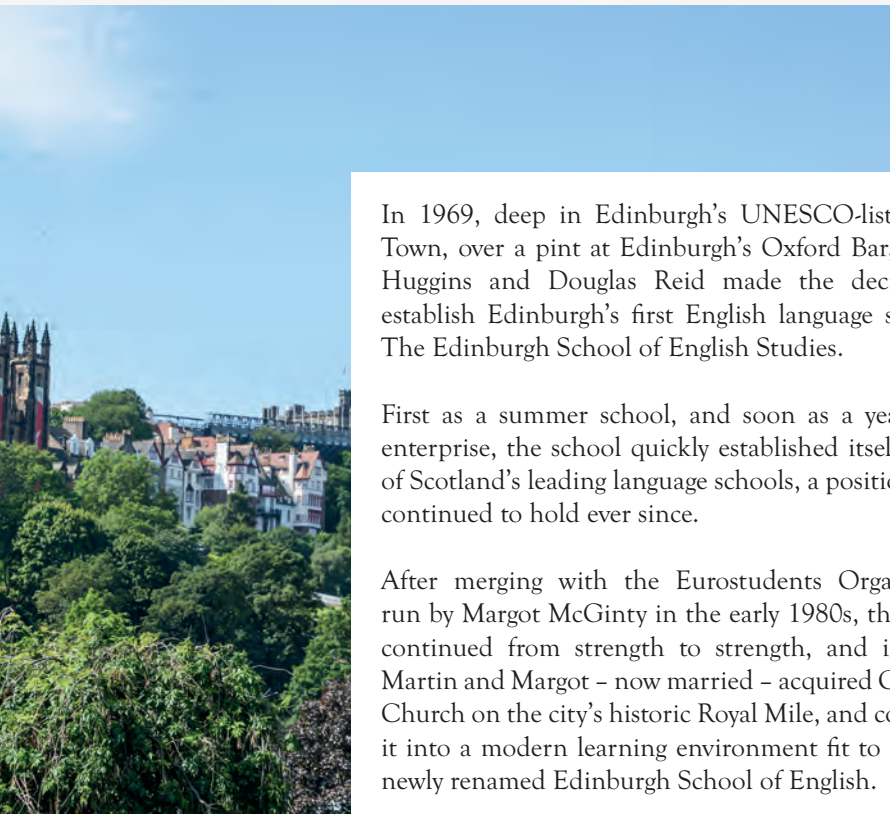
EDINBURGH

SCHOOL OF ENGLISH



Finely crafted English language programmes for academic and professional purposes in the heart of Edinburgh, Scotland

A legacy of innovative English language training in Scotland



In 1969, deep in Edinburgh's UNESCO-listed New Town, over a pint at Edinburgh's Oxford Bar, Martin Huggins and Douglas Reid made the decision to establish Edinburgh's first English language school – The Edinburgh School of English Studies.

First as a summer school, and soon as a year-round enterprise, the school quickly established itself as one of Scotland's leading language schools, a position it has continued to hold ever since.

After merging with the Eurostudents Organisation run by Margot McGinty in the early 1980s, the school continued from strength to strength, and in 1990, Martin and Margot – now married – acquired Cranston Church on the city's historic Royal Mile, and converted it into a modern learning environment fit to host the newly renamed Edinburgh School of English.



From its beginning until the present day, Edinburgh School of English has developed a reputation for providing inspiring and challenging educational programmes. The ethos of the school has always been one of openness, co-operation, and the fulfilment of potential. We take care to get to know all of our students' individual needs and goals, helping them to feel part of the school family. As a result, many students return to study with us again, and some students return year after year.

We offer a challenging and dynamic environment, where students are encouraged to develop confidence and self-belief in their ability, helping them to reach, if not surpass, their goals.

We invite you to join the supportive, inclusive, and academically demanding community that is Edinburgh School of English.



Craftsmanship in education

Students are taught in very small class sizes, which creates a collaborative training environment with constant proximity to tutors. This close tutorship feeds students' curiosity and inspires them in the creation of their bi-lingual identity.

The very small groups allow us to focus on each student's own intelligences and give extra coaching where needed. This also creates a safe environment for experiment and creativity which gives the student the optimum conditions for the achievement of academic progress and for the development of a personal language style. The school environment promotes discussion and inquiry and this stimulates critical thinking and illuminates ideas.

Students are motivated, open-minded and are in pursuit of extending their international horizons for either academic or professional purposes. Programmes deliver a depth of language skill and a breadth of cultural awareness, which gives learners a cosmopolitan perspective and a natural flair for international connectivity.

Students graduate with academic success, an interest in world affairs and a desire to explore the range of possibilities that their language confidence has created for them.

Relevant skills training taught in English

The bar for personal achievement can be set high

An environment of continuous improvement allows the bar to be set high. The skills achieved in each session of the day accumulate into daily gains in confidence and competence.

Together, the tutor and learner pinpoint the required skills and then agree on strategies to achieve them.

Ambitious progress in the use of English can be achieved through clear goal setting and attentive tutoring.

Learners achieve their goals by participating in daily sessions which are both demanding in terms of language skills and also intellectually stimulating in terms of content.

Students work in small groups which allows them to focus on their aims and build their own language acquisition strategies. The small class size allows learners to have maximum tutor contact time and also interaction with other learners which builds cross-cultural communication skills.

The learning day is all-embracing: the learner is 100% immersed in the language. In between lessons, workshops and preparation tasks, participants share breaks with staff and teachers. This creates a learning community of shared ambitions and the constant connection between learners and tutors allows learners to develop an assertive use of the language.

21st century skills in English

Confidence and accuracy in the language gives learners an elevated level of international connectivity allowing them to operate with ease across cultural and linguistic borders.

In addition to linguistic flair and competence the programme equips students with important 21st century skills.

1. Learning skills

- Critical thinking: finding solutions to problems
- Creativity: thinking outside the box
- Collaboration: working with others
- Communication: talking to others

2. Literacy skills

- Information literacy: understanding facts, figures, data
- Media literacy: awareness of methods via which information is published
- Technology literacy: understanding the tools of the Information Age

3. Life skills

- Flexibility: deviating from plans as needed
- Leadership: motivating a team to accomplish a goal
- Initiative: start projects or strategies on one's own
- Productivity: maintain efficiency in an age of distraction
- Social skills: meeting and networking with others for mutual benefit

How the content delivers the skills

Authentic material requires the learner to absorb and react quickly. The learner must be able to read, understand and comment with accuracy and speed.

Authentic content is constantly evolving: it is a reaction to world events. This pushes learners to understand and interact with the material in English.

The content is challenging because it has not been designed as a learning tool. Teachers adapt the content to suit the level and needs of the learners. However, the content challenges learners to think critically which is an important professional skill. Unexpected, unfamiliar content is typical of academic and professional life.

Many lessons also use the Flipped Classroom approach, in which participants work on the preparation of a task as homework so that the class time can be used for discussion and analysis with each participant addressing the topic from an informed point of view.

How the dynamic programme format delivers fast progress

The programme contains a mix of lessons and workshops.

The small class size allows each learner to have contact time with the teacher and also to interact with the other participants.

Teaching is considered and thoughtful and responds to the needs of the group.

Teachers are trained to identify the required learner outcomes of each lesson and then design the lesson content to deliver the desired outcomes. This means that the learners' requirements are the primary focus of each lesson and this leads to fast progress.



Focus on the ambitions of the learner

*A clarity of purpose:
to actualise the ambition of each learner*



Professional Ambitions

- **Interact with others**
Making connections, being participative, engaging in debate
- **Collaborate**
Cross cultural communication, being participative, demonstrating flexibility
- **Build and motivate teams**
Leadership, project management, building rapport.
- **Summarise**
In either spoken or written form, summarising long form content into an overview
- **Make a presentation**
Organising the content, rehearsing the delivery and focusing on the key message
- **Speed read and prioritise information**
Reading documents, reports, data, articles and analysing the information quickly and effectively
- **Write documents, reports, overviews**
Structuring long form written content such as a report, an overview, a strategy
- **Engage an audience**
Connecting with the listeners or audience to present a message or express an opinion
- **Operate on an equal level with native speakers**
Ensuring the focus of attention is on technical or professional expertise

Specialised Professional Ambitions

- **Specialised vocabulary**
Making use of specific and specialised vocabulary
- **Write instructions**
Detailed instructions or guidelines or reports
- **Deliver training**
Giving training or mentorship to others
- **Presentations**
Giving detailed and specialised presentations to large or small audiences
- **Pronunciation**
Speaking with clarity and precision, and being understood
- **Case study**
Writing a case study
- **Present a webinar**
Creating the content for and delivering a webinar
- **Articulate a concept**
The ability to translate specialised content or concepts into accessible language



Academic Ambitions

- **Essay writing**
Structuring and organising a piece of writing
- **Critical thinking**
Developing strategies for knowledge acquisition
- **Present an argument**
The ability to present a written or spoken argument with clarity
- **Express opinion**
Expressing a point of view on international affairs or topical issues
- **Collaboration**
Integrating with others and to being participative
- **Make a presentation**
Speaking to a large or a small audience with confidence and clarity
- **Initiative**
Being forward-thinking and showing initiative
- **Research and analysis**
Researching and organising information and prioritising content

Exam Preparation Ambitions

- **To succeed in the exam**
Revision and repeated practice of the exam content
- **Essay writing**
Becoming practised in writing essays or long form content
- **Pronunciation**
Being understood and speaking with clarity
- **Text analysis**
Familiarity with a variety of written texts and the ability to understand and critique the text
- **Compensation strategies**
Flexibility, remaining calm under pressure and being adaptable
- **Target focused**
Setting objectives and milestones and working towards each with a clarity of purpose
- **Mindset**
Maintaining a confident mindset and growing the psychological strategies needed to be successful in the exam



The course

The Octorial programme

For career preparation
and professional development

The unique advantage of the course is that it offers a mix of both closely tutored core skills and collaborative project work.

The Octorial programme is a carefully structured programme, crafted by educationalists and which includes continuous assessment with daily, weekly and monthly milestones for each student according to their personal objectives.

The course includes:

Language skills lessons to develop language competency

The **Grammar, Logic and Rhetoric lessons** build the core skills of grammar and sentence structure and the art of constructing an argument. Inspired by the trivium of a classical Liberal Arts education, these are the foundation stones of language knowledge.

The **Language Analysis and Practice lessons** use a wide variety of authentic materials such as literary texts, news articles, research reports and current affairs audio and video to build new vocabulary and develop listening comprehension skills and speaking skills. There is an emphasis on intonation and pronunciation. The art of editing and summarising is practised in the précis exercises. For flair in written English, students work on practice exercises in a range of styles and registers including creative writing, short stories, improvisation, essay writing, reports on researched topics, reviews, commentaries and literary criticism. Reading comprehension and understanding of the written word is developed in the text analysis sessions.

Communication skills sessions to build confidence and fluency

Plenary Sessions

Designed to bring students together at the start and end of the school day. The morning plenary acts as a warm-up session. The afternoon plenary gives students an opportunity to reflect on the learning experiences of their day.

Actualisation of Purpose

With the tutor, students identify the concrete steps which are needed in order to build the soft skills they seek to develop.

Spoken Performance Workshop

Students are set tasks which challenge them to develop their speaking and active expression in the language. There is also a focus on non-verbal communication such as body language

Team Project

Each week, students work in small teams to produce and deliver a project at the end of the week. Students also develop problem solving, collaboration, organisation and planning skills. Digital connections with sister schools allow students to collaborate with other teams from outside the school, to create real-life examples of authentic digital connections.

Mentored Dissertation

The Mentored Dissertation is a piece of work which is personal to the learner's study objectives and which is completed over the duration of the course. It is tailored to the level of the student and can include: a piece of research, a video project, a collection of essays, a piece of creative writing, a personal statement and CV, written texts for a personal portfolio, exam practice texts and exam essay writing under timed conditions. At the beginning of each week, the Dissertation Tutor sets individual goals with each student and works with the student during the week to support them in the achievement of these weekly targets.



How the course programme can be enhanced for areas of specific interest

Individual lessons can be added to the programme to focus on specific objectives.

Individual lessons in the afternoon focus on specific content for exam preparation or specific content for professional purposes or specific content for the revision of linguistic weak points.

The preparation of important exams such as IELTS and Cambridge Exams

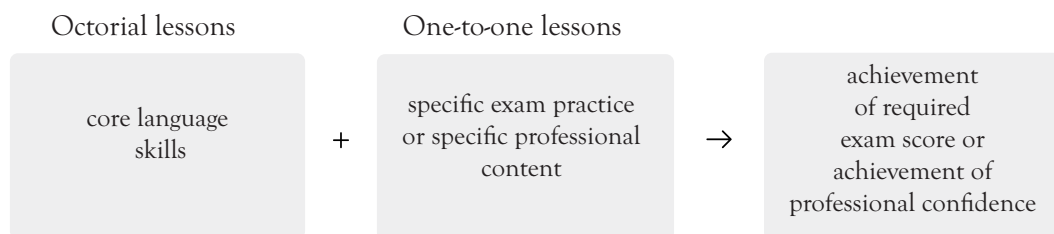
Weekly review tests highlight areas which need attention and are a good way to track progress. The student is given regular exam practice under timed conditions, drills and exercises from past papers, essay writing practice and is coached in personal success strategies for their exam by tutors.

For specific professional requirements

Lessons focus on the content which is essential to the learner such as specialised vocabulary or practice in specific areas such as presentation skills or written accuracy.

The dedicated time with the tutor allows for topics to be studied in depth and for very specific content to be introduced into the course. Both tutor and student are equally invested in the aims of the lesson. The learner can study at their own pace and work towards their personal objectives while setting agreed milestones with the tutor.

A fast track to accelerated progress



Alternatively one-to-one lessons can be chosen for the entire programme, both morning and afternoon. This option suits those seeking fast progress or the highest level of personal specification in their field of interest.



Purpose-designed courses for teachers of English

Teachers choose Edinburgh School of English to be exposed to new ideas and techniques, to meet colleagues from around the world and share practice, and to develop professionally in a supportive and inspiring learning environment.

The courses are aimed at overseas teachers whose first language is not English, and who are engaged in planning and/or delivering programmes.

The **Active Methodology** course focuses purely on learning and teaching methodologies. It focuses on developing skills such as critical thinking, and participants are expected to take an active role in putting these ideas into action and planning how they will implement them when they return to their teaching context. This includes adapting materials and activities to put the new methodologies into action, and integrating those into their existing syllabus.

Participants discover new trends and approaches in English language teaching, and evaluate these for effectiveness. This course is for secondary teachers and teachers of adults.

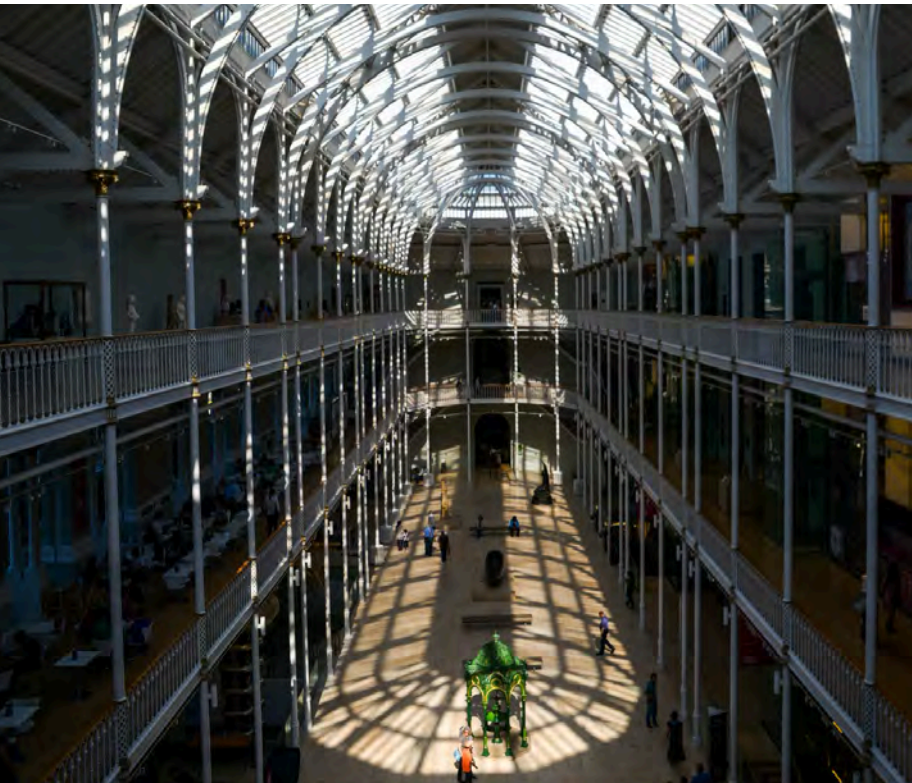
The **Language and Methodology Refresher** course aims to improve participants' competence and confidence in English, as well as updating their methodology, classroom management, and practical teaching skills. We offer Language and Methodology Refresher programmes for both primary and secondary teachers.

For educators who teach curricular subjects in English, the **Content and Language Integrated Learning** course offers practical methods to support pupils, and adapt to the changing demands of the CLIL environment. Content and Language Integrated Learning programmes are offered for both primary and secondary teachers.

The week-long **Storytelling** course is designed for teachers who want to integrate stories and storytelling into their classes, and focuses on developing critical and creative thought with minimal resources. This can be paired with our **Pronunciation** course to create a stimulating and challenging two-week programme.

Course dates

Courses run on fixed dates. See price list for details.



The Octorial course programme and the learner outcomes it delivers

Morning Plenary
Each day begins with a group discussion or personal presentation.

Actualisation of Purpose Students identify strategies to achieve soft skills.	
Lesson Content <ul style="list-style-type: none">• Analysis of which skills are needed• Create action plans	Learner Outcomes <ul style="list-style-type: none">• An understanding of the value of the skill• Ability to set concrete milestones towards an abstract goal

Grammar, Logic and Rhetoric The core skills of grammar and sentence structure and the art of constructing an argument.	
Lesson Content <ul style="list-style-type: none">• Writing tasks in different styles and registers• Grammar and structure practice drills	Learner Outcomes <ul style="list-style-type: none">• Deep understanding of the language• Ability to manipulate the language

Spoken Performance Workshop Students are set tasks which challenge them to develop their speaking and active expression in the language.	
Lesson Content <ul style="list-style-type: none">• Exercises to practise active expression in the language• Exercises for clear pronunciation	Learner Outcomes <ul style="list-style-type: none">• Ability to adapt tone, register, pace, emphasis of the spoken language• Speak with clarity and be understood

Language Analysis and Practice A wide variety of authentic materials such as literary texts, news articles, research reports and current affairs audio and video to build new vocabulary and develop listening comprehension and speaking skills. For flair in written English, students work on practice exercises in a range of styles and registers including creative writing, short stories, improvisation and essay writing.	
Lesson Content <ul style="list-style-type: none">• Summarising tasks• Critical analysis of a text or podcast• Enhanced vocabulary acquisition	Learner Outcomes <ul style="list-style-type: none">• Ability to edit and summarise• Communicate a message in clear written and spoken English

Team Project Students work in small teams to develop a project or work on a problem solving task.	
Lesson Content <ul style="list-style-type: none">• Field work• Research• Preparation tasks	Learner Outcomes <ul style="list-style-type: none">• Collaboration skills• Cultural awareness• Academic knowledge

Mentored Dissertation A personalised workshop which develops critical thinking skills for either professional or academic purposes and can be used to prepare students for external qualifications.	
Lesson Content <ul style="list-style-type: none">• Preparation tasks• Research assignments	Learner Outcomes <ul style="list-style-type: none">• Critical thinking skills• Independent study skills
Lesson Content for Exam Candidates <ul style="list-style-type: none">• Mock exams• Revision of exam content	Learner Outcomes for Exam Candidates <ul style="list-style-type: none">• Exam success strategies• Confidence in writing and speaking

Or **One to one lesson for specific purposes**
An individual lesson with a personal tutor to focus on areas of specific interest or exam preparation.



A collaborative academic community

A shared sense of purpose

The shared academic environment in which students and teachers collaborate together creates an environment conducive to exchange, communication and curiosity, which makes students feel at home and enjoy spending time in school. Two cultural activities per week reinforce this sense of belonging to a close student community and offer unique group moments.

Some sessions of the school day are attended by students from both the English Language College and the Tutorial College. This gives English language learners the unique opportunity of studying and collaborating with native English speakers.

The personal service given by the teachers helps to create strong relationships of trust between them and the students, and reinforces motivation in a demanding learning environment.

The school takes advantage of its location to offer a unique cultural programme, giving students a deep understanding of Edinburgh through activities such as visits to museums and galleries, walking tours, visits to open spaces, and literary tours. Cultural events, such as talks, lectures and workshops on subjects such as history, literature and economics are also held in school to raise students' cultural awareness and promote an international perspective in tandem with trips and visits.



The experience of living and studying in the city of Edinburgh



Accommodation and cultural programme

Homestay

Scottish families are famous for their generous hospitality and homestay accommodation is a perfect opportunity to experience this first hand. Staying in a homestay allows students to relax in a friendly, local home and to continue practising English in a natural setting.

Homestay families are part of the school community and are regularly visited by the Accommodation and Welfare Officer to ensure students receive the best hospitality during their stay.

The homestay accommodation includes:

- Single room accommodation
- Bed, breakfast and evening meal with your hosts every day
- No other student who speaks the same language in the home
- Private bathrooms are available on request

Hotel and Residence

For hotel or residence accommodation, we can recommend a choice of hotels or residences located in the city centre.

Travel

The school can arrange stress-free, personal taxi transfers to and from the airport with a local executive travel company. Alternatively, the journey from Edinburgh Airport to the city centre can be made by bus or by tram.

Cultural programme

The experience of studying a language abroad goes far beyond the walls of the classroom. It is an opportunity to immerse yourself in the culture and history of a place. The comprehensive cultural programme is carefully designed to introduce students to Edinburgh's rich heritage and to give them the opportunity to develop their language in a natural, organic way.

The week starts with an orientation tour every Monday that is designed to provide you with the historical background of the city, as well as practical knowledge of where to buy bus passes, SIM cards and other essentials. Uniquely amongst Western cities, both Edinburgh's Old and New Towns have been designated UNESCO World Heritage Sites and, during their tour, students can see both areas spread out before them from the top of Calton Hill.

There are few cities in the world that can boast the educational legacy of Edinburgh. While studying here you can enjoy sharing a pint in the world's oldest student union; explore thousands of years of Scottish history in the National Museum; and wander through rooms of paintings in the National Portrait Gallery.

For the more energetic, there is a wide variety of cultural events designed to increase the heart rate. Students who brave the climb up Arthur's Seat, the dormant volcano that sits at the heart of the city, are rewarded with spectacular views; and no visit to Scotland is complete without taking part in a traditional Scottish ceilidh dance.

Weekends

Edinburgh is the gateway to Scotland's Highlands and Islands and at the weekends students are encouraged to explore further afield. Working with several local tour companies, we help you search for monsters up in Loch Ness, experience the history of the battlefields at Glencoe and Bannockburn, or sample whiskies in traditional island distilleries.



The course

13 - 17 years

The Young Octorial programme

For personal growth in English

A head start for teenagers. Elevated language skills give students confidence and an international outlook which helps them to shape their future career choices.

An academically demanding and culturally rewarding programme for teenagers who want to become articulate speakers and thinkers in English

The course includes:

The programme channels the energy and creativity of young people into the real life achievements of academic results and personal growth. Students graduate from their summer programmes inspired for further study with new language skills, international friendships, wider horizons and lasting memories. The courses for young learners focus on developing students' confidence using English by developing the real-world skills necessary for life in an increasingly globalised world.

There is a maximum of 8 students in each class. This allows the teachers to give each student more attention and allows the students to engage more fully with the language and make faster progress. Lessons are fast-paced and encourage the students to engage with authentic English language materials. Challenging and creative homework encourages the development of autonomous learning skills, and takes learning out of the classroom and into everyday life.

The demanding Academic programme starts with Living Language, which encourages learners to explore the English language as it is really used, and fosters an interest in and enjoyment of the intricacies of language. This is followed by Spoken Performance Workshop, which features presentations, drama and debates. This challenges the students by focusing on pronunciation, intonation, voice projection and the ability to perform under pressure.

The syllabus includes a project component in which the students work in small teams to produce and present a project to their fellow students and others. Team Project fosters an ability to interact with others and involves problem solving and helps to incorporate new language in a meaningful context.

Leisure and excursions

Students take part in a wide range of sports and cultural activities where they put the English they have been learning in the classroom into practice. Typical activities include:

- Outdoor sports, e.g. football, rounders and volleyball
- Scottish activities such as ceilidh dancing and Scottish parties
- Edinburgh city sightseeing trips, e.g. Edinburgh Castle, Dynamic Earth and Camera Obscura
- Museum and gallery trips
- Local walks to destinations such as Arthur's Seat and the Botanic Gardens
- Ensemble of activities such as Clan Highland Games, Fashion Shows and many other fun events.

There is a full-day excursion every Saturday. For example:

- Glasgow and the Kelvingrove Museum
- Loch Lomond – take a boat cruise along one of our most famous lochs
- Stirling and the Wallace Monument – visit the real Braveheart country

Accommodation

Young learners can choose to stay in residential accommodation or with a trusted local host family. Both options are provided on a full-board basis and offer a taste of Scottish hospitality.

In residence, Edinburgh School of English staff stay on site so students receive 24-hour supervision.



The course programme and the learner outcomes it delivers

Contribute to the world
Engage with others and make international connections.

Living Language Core language skills and vocabulary enhancement.	Developing an understanding of how English is really used to communicate. Building accuracy and confidence to allow students to manipulate the language.
Spoken Performance Workshop Confidence in the spoken language.	Activities in spoken English to revise intonation, pronunciation and the rhythm of the spoken language. Students learn how to engage an audience, speak in public, express opinion and connect with others.
Team Project Collaboration skills and team building	Students work in groups on problem solving and creative tasks. This builds the important skills of team building, cross-cultural collaboration, project management and ability to focus on the task.
Sports and activities at school Outdoor sports, team games, arts and cultural activities.	Sports, games and cultural visits build the school community and allow students to connect with others in a relaxed and sociable way. This helps students to develop interpersonal skills in English and acquire a confident and relaxed disposition in English.
Break and early evening activities Clan activities	Before supper students spend time on homework tasks, or personal reading, or self study, or relaxing with each other and their teachers (or go to their homestay)
Expert-led workshops Learning a subject in English	Students work with experts in various fields to develop their skills in a variety of areas. Workshops include film-making, science, survival skills, acting, voice mastery and storytelling.

Bespoke programmes for groups

Throughout the year, group programmes at Edinburgh School of English offer completely customised, tailor-made programmes for groups of all ages and profiles; whether adults, young learners, teachers, or specialist school and university groups.

From the initial consultation stage, the unique needs and specifications of the group are considered in the creation of a bespoke educational experience. The academic focus of the group’s tuition is complemented and enhanced by a co-curricular cultural and activity programme, featuring the best of Edinburgh and Scotland’s cultural heritage.

From guest speakers to specialist workshops, Trinity exams to work placements, a group experience at Edinburgh School of English gives students a taste of living and studying in one of the most historic and beautiful cities in the world.

Example of customised timetables Group A

16-18 year-olds from a Graphic Design vocational school who wanted to combine improving their communicative skills in English with specialised work experience projects.

08.45 - 09.00	Opening plenary
09.00 - 10.00	Closed group class: Spoken Performance Workshop
10.00 - 10.15	Break
10.15 - 11.15	Closed group class: Grammar, Logic and Rhetoric
11.15 - 11.30	Break
11.30 - 12.30	Closed group class: Team Project
12.30 - 13.30	Lunch
13.30 - 16.00	Mon, Wed, Fri: Graphic design work experience in local businesses. Tue, Thu: Cultural visits including the National Museum of Scotland and Camera Obscura
20.00 - 22.00	Mon, Wed, Fri: Evening activities including Storytelling and music evening, and ceilidh. Tue, Thu: Free time with homestay hosts
Saturday excursion: St Andrew’s and Falkland Palace	

Example of customised timetables Group B

Experienced secondary school teachers of various subjects who needed to improve their language knowledge and communication in order to deliver some of their classes in English, as well as developing their pedagogical skills.

08.45 - 09.00	Opening plenary
09.00 - 10.00	Integrated class: Spoken Performance Workshop
10.00 - 10.15	Break
10.15 - 11.15	Integrated class: Grammar, Logic & Rhetoric
11.15 - 11.30	Break
11.30 - 12.30	Integrated class: Comprehension, Vocabulary & Précis
12.30 - 13.00	Integrated class: Team Project
13.00 - 14.00	Lunch
14.00 - 16.00	Closed group class: Mon-Thu: Content and Language Integrated Learning. Fri: Visit from local secondary school teacher/visit to local secondary school
19.00 - 23.00	Cultural programme activities

All timetables are samples and may be subject to change.



Terms and Conditions

How to book a course

To secure a place on an Edinburgh School of English course, please return the Application Form together with payment of non-refundable deposit or book online.

Payment of fees

On receipt of the application and deposit a letter of confirmation is sent with a Statement of Fees which should be settled at least 4 weeks before the course starting date. In the case of registration less than 6 weeks before the course starting date, the full amount of the cost of the course must be sent with the Registration Form. PLEASE NOTE: students will not be allowed to start their course unless FULL PAYMENT has been received by the School. All bank charges must be paid by the student. PLEASE NOTE: if you require a visa the school will provide the visa letter or Certificate of Acceptance of Studies (CAS) only when full payment has been received by the school. All bank charges must be paid by the student. In the event of an unsuccessful application all fees will be returned in full, less the cost of the CAS.

Accommodation address

Accommodation begins on the Sunday before the course starts and finishes on the Saturday after the course ends. Students who have requested the School to book host family accommodation on behalf of the student will receive details of their host family address at least 5 days before the course starting date, unless they enrol late. This enables those students travelling independently to let the host family know of their approximate time of arrival.

Conditions for cancelling or changing a course by the Student

- If the School receives the cancellation before the course starting date, the School will retain the deposit.
- After the course has started, a student must give 10 days' written notice to the Principal of changes to or cancellation of a course. A cancellation fee equivalent to 1 week's course fees will be charged. Refunds cannot be made for non-attendance, absence due to illness or any other cause.
- If a student wishes to be absent from the course for 1 or 2 weeks for the purposes of taking a holiday s/he must give the Principal at least 2 weeks' notice in writing.
- Students who choose to exchange their original choice of course for one of greater value must pay the difference between the two at the time of requesting the upgrade.
- Any refund due when a course is changed or cancelled, or a holiday taken, will be paid to the person who paid for the student's course at his/her home address at the end of the course. 'End of the course' here is defined as the last date of the course specified on the booking form (i.e. if a student books a 12 week course and decides to leave after 4 weeks s/he will not be refunded until 12 weeks after the start of the course).
- If a student is denied a student visa or study permit and provides the School with a copy of the rejection letter on or before the first day of classes, the School will refund the course fees.

Change or Cancellation of a course by the School

Sometimes it is agreed between the School and a student that it would be beneficial for the student to be moved to another School course. When this happens only a course of at least equivalent cost will be offered by the School.

The School reserves the right to cancel a course, or make changes to course arrangements, without liability, if forced to do so for reasons beyond its control. If this happened, the School would seek to offer alternative arrangements, dates or venues.

If the School cancelled a course booked and paid for by a student in accordance with these terms other than for reasons beyond its control, and did not offer an alternative acceptable to the student, the School would pay compensation as follows:

- Where the cancellation is before the start of the course, compensation equal to the deposit paid by the student or
- Where the cancellation is after the start of the course, compensation equal to one week's fees.
- We reserve the right to postpone the start of the course for students aged under 18 years if we are not able to source a homestay with the required level of child protection status.

Liability and Insurance

Students should make sure that they organise their own travel insurance to cover medical costs and repatriation costs in the case of an illness or accident.

The School acts only as an intermediary between its students and travel organisations and between students and host families. Unless and to the extent caused by the School's negligence, the School cannot be held responsible for any delay or accident during a journey nor for any incident which may happen during the student's stay with the host family. The School will, however, endeavour to defend the student's interests in the event of breach of contract on the part of the travel organisation or the host family.

The School reserves the right not to allow on the course a student suffering from any illness, medical condition, or mental or physical disability which has not been disclosed on the Application Form.

This brochure, issued by the School, gives the only terms and information that can be referred to in the event of a disagreement between the student and the School. These terms and conditions are governed by English law and do not affect your statutory rights under English law.

Students aged 17

The minimum age to study at the school is 17. Students and the parents/guardians of students aged 17 should understand that they will mix with adults in both lessons and in regulated social events. We offer care and welfare support for students aged 17 though please note supervision outside the school is limited; parents/guardians who feel more support is required should consider a young learners programme.

Personal Information and Photographs

We use the personal information that you give us, including information about your health and religious or dietary requirements, to perform our contract with you. We may also use it to ensure that we comply with UK law, for internal training, or to send you further information about our courses and services. We do not share your details with third parties other than as necessary to perform our contract with you. The information you give us is kept securely on our computer system, and is accessible by the schools and offices in the group of companies to which the School belongs, including those outside the European Union. If you do not want to receive further information from us, please write to us at the address below. Please contact us if you want to see a copy of the information we hold, or have questions about our use of your information.

The School reserves the right to use photographs taken during courses to illustrate its promotional material. If a student wishes that his or her photo should not appear in this material, they should advise the School during the photo-shoot. These photos have no commercial or contractual value.

Information about the School

The School is closed on 25 December, 26 December and 1 January.

In these terms "the School" means Edinburgh School of English.

In the UK, courses are operated by Instill Education Limited, a company registered in England and Wales under company number 01293463 and with registered office at 14 Friars Entry, Oxford, OX1 2BZ, United Kingdom

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