

Organisation name	BSC York
Inspection date	24–25 September 2025

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed

Summary statement
The British Council inspected and accredited BSC York in September 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details). This private language school offers courses in general English for adults (18+) and young people (16+), and for groups of adults and under 18s. Strengths were noted in the areas of strategic and quality management, staff management, and student administration. The inspection report stated that the organisation met the standards of the Scheme.

Introduction
BSC York forms part of the BSC Education group with other accredited schools in Brighton, Edinburgh, London, and Manchester. The group also holds separate accreditation for Young Learner English language courses. The previous York inspection took place remotely in 2022. Since that time the local structure has changed with the school being managed by a college manager (CM) assisted by a lead teacher and teacher trainer (LTT) and a student experience facilitator. Many functions and policies and procedures are centralised and shared with other centres in the group. The school offers open enrolment general English courses (16+) throughout the year and courses for groups, some of whose members are under 16. Accommodation is offered in a residence and in homestays provided by an accommodation agency registered with the British Council. The inspection lasted one and a half days. During that time the two inspectors held meetings with the director of

global operations, the CM, the group director of people and performance, the compliance and safeguarding manager, the director of marketing, the accommodation and groups manager, the process improvement manager, and the LTT. Separate focus group meetings were held with students and teachers. All teachers timetabled during the inspection were observed. One inspector visited the student residence in person and spoke to a representative of the homestay agency used by the school.

Address of main site/head office

7 New Street, York, YO1 8RA

Description of sites visited/observed

The school occupies three adjacent buildings in the centre of York. All three buildings are connected at ground level and at various other points across the four floors via interconnecting doors. There are currently 13 classrooms on the site, although many of them are not in use. Facilities also include three adjoining student lounges, a front office and reception area, a team room, two staff kitchens, and a number of rooms used for storage. Two courtyards provide outside space with picnic tables. There are toilets in all buildings.

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

Comments

BSC York offers general English courses year round to adults and young learners (16+). Intensive courses include afternoon lessons, such as language masterclasses or immerse and explore classes. Some students book one-to-one lessons. The school offers exam preparation courses when there is sufficient demand. At different times of the year, there are groups of adult and young learner students, who either join existing classes or are taught separately, depending upon their age and lesson requirements.

Management profile

The CM, who reports to the director of global operations, is assisted by the LTT and a newly appointed student experience facilitator.

Accommodation profile

The provider offers homestay accommodation for adults and under 18s which is provided by an agency registered with the British Council. Adult students can book ensuite studios in a university residence 15 minutes' walk from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's clearly stated goals and values, and publicity. Staff benefit from clear procedures and development opportunities. Student administration is very well managed. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. 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 very effectively in their learning. Courses are structured and 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. Students' pastoral care and student services are well managed. Leisure activities offered are appropriate for the needs of the students. There is an appropriate emergency plan; however, key staff are not aware of it.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M1 The school's aims and values are clearly stated and made known to all staff. They are integral to the working of the organisation and feature in inductions, appraisals and team member of the month awards.

M2 There are clearly stated objectives and a well-documented plan for the York centre; these are aligned with a rolling five-year plan for the wider organisation.

M4 Communications work well both informally and formally within the York centre, and with the wider organisation. Good use is made of a wide range of channels, including regular, minuted meetings, and social messaging apps.

M5 There are a number of very effective channels for receiving, analysing and acting on student feedback whenever possible. Informal and formal feedback is carefully monitored, which includes weekly 'tea and biscuits' gatherings, surveys and focus group meetings.

M7 The centre and the wider organisation have an excellent culture of regularly reviewing systems, processes and procedures, based upon staff and student feedback and cross-company reviews.

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

Comments

M8 BSC York has a wide range of detailed HR policies, and elements of the comprehensive well-being policy were seen in action at the time of the inspection.

M11 Induction procedures are very thorough and provide very useful information for new staff, who also receive ongoing support and regular scheduled probation meetings.

M13 There are numerous CPD opportunities in place both for compliance and non-compliance training, such as leadership programmes. Staff are encouraged and supported to upgrade their qualifications.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 All staff are very helpful and courteous, as evidenced by written feedback comments. Students interviewed also spoke very positively about the friendliness of staff.

M15 There are very good mechanisms in place to ensure that students and agents receive expert and accurate advice on courses. Product knowledge training is regularly provided to global sales teams, who speak a variety of languages and offer speedy support to the detailed course information available on websites and social media posts.

M18 The school's detailed attendance policy is made very clear to all staff and students. Attendance is closely monitored with weekly attendance reports created and absences are rigorously followed up. There are additional measures in place to monitor the attendance of under 18s.

Publicity	Met
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met

M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website from which brochures and price lists can be downloaded.

M24 Costs are generally clear, but the typical costs for additional social activities are not specific enough. Fees include all learning materials, but at the time of the inspection, students had not received their free copy of the skills book.

M25 There is clear information in publicity of the level of care for 16 and 17 year-olds, but not for under 16s.

M27 Teachers are referred to appropriately as 'qualified', but it is inaccurate to describe them all as 'expert'. This wording was removed at the time of the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Not met
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 There are very clear measures in place to ensure the safety and security of students on the school premises. Entry to the building is through a button-accessed security door leading to the reception area, known as the welcome hub. There are detailed risk assessments that cover all possible contingencies drawn up with expert guidance.

P2 Not all parts of the premises, including external areas, are in a good state of repair, cleanliness and decoration.

P3 The classrooms in use provide very good learning environments. They have good natural light, are spacious for the number of students using them, and benefit from recently purchased tables and chairs and interactive whiteboards.

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

Comments

P8 A wide range of useful digital and paper supplementary resources are available to teachers that cover all types of courses offered.

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Not met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T4 There are very clear guidelines in place to match teachers appropriately to courses. Teachers have appropriate experience to teach all course types and newer teachers share classes with more experienced colleagues. Timetabling enables the segregation of particular groups, for example, adults and young learners, within the premises. T5 Excellent cover arrangements are in place with other teachers, the CM, the LTT and SEF all being able to cover any planned or last-minute absences. T8 Very good day-to-day support is provided to teachers by the LTT and the CM, both of whom are TEFLQ. Teachers were very happy with the availability and support provided by academic managers. T9 Formal observations have taken place and the feedback provided is appreciated by the teachers. However, what is missing from the process is any action planning to improve and develop teaching.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met
Comments	
T12 There are numerous activities used to help students' develop their language skills outside the classroom, including immerse and explore lessons, clubs, tea and biscuits weekly sessions and homework that focuses on interacting with homestay hosts and the wider community. T13 Course design continues to be reviewed in the light of both student and staff feedback, with one example being the recently revamped speaking and listening syllabus. T14 Written course outlines are not systematically made available or made known to students.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	
T18 Students receive expert advice and guidance from highly experienced academic managers about entry levels for examinations and the options available to them.	

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	Three types of classes, including a speaking and listening class and an immerse and explore lesson.
Comments	
None.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	

T19 Teachers generally produced accurate models of spoken and written English. They gave clear explanations and relevant examples of language and usage that were appropriate and suitable for the students' level.

A few opportunities were missed to model target structures or give examples of usage.

T20 In most classes the content of the lessons was based on the overall course objectives and took into account students' needs.

T21 In none of the lesson segments observed were learning outcomes displayed in classrooms or referred to, and in one class the sequence of activities to achieve them was inappropriate.

T22 Teaching techniques were generally used appropriately, and in line with the needs of the group and individual learners. In better lesson segments good use was made of pair work and group work to maintain student attention.

T23 Most teachers controlled the learning environment appropriately; they made good use of learning resources, including interactive whiteboards, coursebooks and handouts.

T24 Teachers monitored students' performance during activities and generally gave useful feedback to students on their performance during the lessons. On the spot and peer correction were used in better lesson segments.

T25 Short tasks were included in lessons to give students opportunities to see how well they could perform against

learning outcomes, including gap fills and multiple-choice questions.

T26 All teachers had a good rapport with learners. Student talking time was maximised in most lessons. Students' knowledge, experience and interests were drawn upon in some classes. Students were fully engaged and involved in all lesson segments observed.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
Comments	
W1 Although an appropriate emergency plan is in place, this is not made known to all staff. W2 Provision for students' welfare is very good. Four members of staff are trained in Mental Health first aid; systems for reporting issues are effective and handbooks offer supportive, practical advice to students who need help.	
Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W11 Student feedback is gathered very effectively. Close liaisons between the school and the accommodation providers allows any issues to be identified and resolved quickly.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this area are fully met.	
<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	Met
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
At the time of the inspection one under 18 student was enrolled. The provider can have, at various times of year, groups of up to forty students aged 15 to 17. Students aged 15 are taught in closed groups, 16 and 17 year-olds are normally taught in open groups with adult students.	
S1 The safeguarding policy is clear and comprehensive and includes age differentiation. It is supported by codes of conduct, and clear protocols on incident reporting and disclosure.	

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	2001
Last full inspection	2021
Subsequent spot check	2022
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	BSC London, Manchester, Brighton and Edinburgh
Other related non-accredited schools/centres/affiliates	BSC schools in Malta and Kuwait

Private sector

Date of foundation	2020 in its current form
Ownership	Name of company: BSC Education (York) Company number: 12655362 (BSC Education)
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

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

Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	29	35
Full-time ELT (15+ hours per week) aged 16–17 years	1	49
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	1
Overall total ELT/ESOL students shown above	30	85
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–42	16–42
Adult programmes: typical length of stay	4 to 9 months	3 weeks
Adult programmes: predominant nationalities	Kuwaiti, Saudi Arabian	Spanish, Kuwaiti, Saudi Arabian
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: typical length of stay	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2
Comments	
The academic managers were not scheduled to teach in the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification (includes related QTS)	3
ATEFL portfolio in progress*	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)*	0
Holding specialist qualifications only (for ESP/CLIL)*	0
Alternative professional profile*	0
Total	4
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	10	1
Private home	0	0
Home tuition	N/a	N/a
Residential	5	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	6	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	1	0
Staying in privately rented rooms/flats	6	
Overall totals adults/under 18s	29	1
Overall total adults + under 18s	30	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.