

Organisation name	EF Executive Language Institute Cambridge
Inspection date	9–10 November 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☒	☐	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited EF Executive Language Institute Cambridge in November 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 professional English for adults (18+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	November 2013
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	N/a
Other related accredited schools/centres/affiliates	Other accredited schools in the UK: Bournemouth, Brighton, Bristol, Cambridge, Eastbourne, London, Manchester and Oxford
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

Private sector

Date of foundation	1996 (EF established 1965)
Ownership	Name of company: EF Language Schools Ltd Company number: 1043158
Other accreditation/inspection	N/a

Premises profile

Address of main site	274 Mill Road, Cambridge CB1 3NQ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	EF Cambridge, 221 Hills Road, Cambridge CB2 8RN
Profile of sites visited	The school is located in a 19 th century Tudor-style house with a modern extension to the rear. It is set in its own grounds about 20 minutes' walk from Cambridge city centre. On the ground floor there is an office/reception, a teachers' room, a resources room, an office, a dining room, a kitchen, a student lounge, one group classroom, five one-to-one classrooms and unisex toilets. On the first floor there are four group classrooms, seven one-to-one classrooms and a computer room (iLab). Seating is provided in the large garden.

Student profile

	At inspection	In peak week: September (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	17	40
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Adult programmes: advertised minimum age	18	18
Adult programmes: actual minimum age	18	18
Adult programmes: typical age range	27–58	29–75
Adult programmes: typical length of stay	1–2 weeks	1–2 weeks
Adult programmes: predominant nationalities	Italian, French, Spanish	Spanish, French, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	2	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	19
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	13	
Number teaching ELT under 10 hours a week	3	
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	2
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	17
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	18
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☐	☐	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The school offers a flexible range of group, individual and combination courses for adult professionals. All lessons are 40 minutes. Group lessons are maximum eight participants, average five participants. Most students follow courses for one or two weeks, although a few students stay for longer periods. The course includes access to the school's online business English materials for one year.

The course options available are as follows.

Private: 40 individual lessons per week (26.66 hours)

Executive Premium: 20 group lessons and 20 individual lessons per week (26.66 hours)

Executive: 20 group lessons, 10 individual lessons and 10 supervised iLab lessons per week (26.66 hours)

Fluency Builder: an eight-week programme of 20 group lessons and 20 individual lessons per week (26.66 hours)

Executive Seminar: 30 group lessons and 10 supervised iLab lessons per week (26.66 hours)

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	13	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	2	N/a
Independent self-catering e.g. flats, bedsits, student houses	1	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	1	N/a
Overall totals adults/under 18s	17	N/a
Overall total adults + under 18s	17	

Introduction

EF Executive Language Institute Cambridge is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are eight EF adult schools; junior courses are also offered in four UK centres.

EF Executive Language Institute Cambridge is one of two EF schools specialising in the provision of tailor-made courses for adult professionals. The other is in Boston, USA. These two schools originally belonged to the corporate division of the company, but in 2016 they were transferred to the language schools division. Systems and procedures are being aligned with the EF adult schools. Support has been available from senior management and from staff at the EF Cambridge school during this period of transition.

There have been changes in the management of the school since the last inspection. The executive director was appointed in June 2016. She previously worked for EF in sales, systems development and recruitment. A new director of studies (DoS) was appointed in April 2017. She was previously the assistant director of studies (ADoS) at EF Cambridge. The school manager, who was responsible for accommodation and student services, left in November 2016 and was replaced in February 2017. In the interim period the senior teacher was responsible for accommodation. The new postholder's job title is customer service manager in line with other EF adult schools.

The school teaches adult students aged 18+ year round, although the average age range is 27 to 50 years. Most are professionals and are sponsored by their companies. Closed groups are occasionally accepted, most recently in 2016. These groups were taught at the EF Cambridge school.

The inspection took place over two days. Meetings were held with the executive director, the accreditation and compliance director, the DoS, the ADoS, and the customer service manager. The director of global operations for university pathways and executive programmes was also available during the inspection and attended the round up. Focus group meetings were held with teachers and students. All 18 teachers employed at the time of the inspection were observed. The ADoS was scheduled to teach during the inspection and was also observed. One inspector visited three homestays and a suite of serviced apartments.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure within the school and the wider organisation is clearly documented and well understood internally. Staff are able to deputise for each other. Teachers are able to take on administrative duties if required; the senior teacher deputises for the customer service manager when necessary. Students are introduced to the small management team on arrival. Their names are included in the welcome pack.

M3 All staff have job descriptions. These were reviewed and updated when the school became part of the language school division.

M4 Communication within the school, with head office and with other EF schools is efficient and regular. There are short weekly meetings for academic and administrative staff which are minuted; lunch is provided. There are two extended staff meetings per year. Managers from the central operations team visit the school frequently to support the local managers. Managers within the school attend meetings with their counterparts from other schools three times a year. The executive director attends the annual EF world-wide conference. All schools communicate

through the company intranet, and homestay hosts are kept informed through emails and the online platform MyEF. M5 Policies and procedures for the recruitment and appointment of staff are very clear. The staff handbook, which is produced centrally, describes employment rights in great detail. Staff personnel files are well maintained. M7 The school has its own detailed induction manual for teachers as procedures differ from other EF adult schools. New teachers are assigned to a mentor and there is a checklist to ensure that all relevant areas are covered. Administrative staff receive pre-employment online training. Members of the management team received training from previous postholders and senior managers. The customer service manager also had training in administrative procedures from colleagues at EF Cambridge. M8 A well-designed annual performance review procedure is in place. Objectives are set, achievements noted and consideration given to future training needs and the employee's career path. However, this system has not been routinely implemented since the last inspection. Teachers were appraised last year, but the procedure was not completed and is not fully documented. The new DoS has carried out appraisals with approximately half the teachers and plans to complete this round of appraisals by the end of the year. The executive director has appraised the DoS and the customer service manager. She has been appraised by a senior operations manager. There is a three-month probationary period for all permanent staff. Clear procedures are in place for dealing with unsatisfactory performance. M9 There is budgeted provision for training, both internal and external, for all levels of staff. Training sessions are also run by the central office team including customer service training. All staff at the school have had online training in fire awareness and the Prevent strategy. Administrative staff have had fire marshal and first aid training. Suggestions for training are invited and all staff are asked to evaluate training.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☒	☒	
M12 Enrolment procedures	☐	☒	☒	☒	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The customer service manager has received thorough training from senior managers and colleagues at EF Cambridge and is well supported by the executive director and the senior teacher who covers for her. Students commented very positively on the helpfulness and friendliness of staff.

M11 Students enrol through EF sales offices in their own countries. All students complete a needs analysis when enrolling at the school. The customer service manager provides additional information about the school to sales office staff on request. Some sales staff have visited the school to familiarise themselves with academic and other services provided. Further information is provided by the executive director through webinars for sales staff.

M12 Enrolment, invoicing and fee collection are carried out in the overseas sales offices and, where necessary, support is also provided in obtaining visas. Information entered on the database used by the sales offices is then available to the school. Arrangements for cancellation and refunds are set out in the terms and conditions and are carried out by the sales offices.

M13 Student contact details including next of kin information are entered on the database as part of the enrolment process. After enrolment students have access to MyEF, the organisation's online social network, where they can update their travel and personal information. On arrival in the UK, students' details are checked again using a tablet application linked to the database. The information is available at all times through remote access to the database and the emergency phone holder also has a paper record.

M14 The school expects 100 per cent attendance from all students; this is made clear at induction. If a student is more than ten minutes late at the beginning of the school day, the teacher informs the office and the student is called to check on the reason for absence.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐

M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☒	☒	☐
Comments					
M16 All points to be addressed from the last inspection have been dealt with satisfactorily.					
M17 The organisation places great emphasis on reviewing systems, processes and practices. The comprehensive quality review cycle in place in other EF schools has been introduced, although formal annual reviews are not yet carried out. Procedures are reviewed at staff meetings. Targets for improvement are agreed at regional meetings for school directors, DoSs and customer service managers. Senior operations staff monitor the school closely and determine focus areas for the coming year. A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to agree targets and priorities for the coming year. The school has carried out a detailed self-evaluation to assess its own performance.					
M18 All students complete an online evaluation on the second day of their course and at the end of the course. Data from evaluations is analysed regularly within the school and is used by central management to compare performance across schools. Any negative comments are logged and action taken is noted. Corporate clients are informed of student feedback through the sales offices.					
M19 Staff provide feedback at staff meetings, at appraisals and in the twice-yearly anonymous survey. Comments and action taken are recorded and contribute to the internal review process.					
M20 The welcome pack includes the complaints procedure in clear and accessible English. The information is reiterated at inductions. A system is in place for the logging of complaints and any action taken.					

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☒	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐
Comments					

The main medium of publicity is the brochure, which is prepared centrally. A new brochure was printed in September 2017. This is used by sales office staff to explain EF courses and schools and is sent out in response to enquiries. The brochure includes one page about EF Executive Language Institute, its location, course and accommodation information and basic fee details. A separate page contains more details on the executive course options available at the school. More limited information is also available online through the EF UK website.

M21 The language used in publicity describing the school and its provision is clear. Some minor errors in the brochure have been corrected in the latest version. Translations are available in a very wide range of languages.

M22 Text, images and videos provide a generally realistic representation of the school, its location and the facilities available to students.

M23 Course types, levels and objectives are described in the executive section of the brochure and on the website.

M24 Most of the information required is provided, but in many cases this is not easily accessible or is insufficiently visible because it is only given on the enrolment information page, which is in very small print. The number of taught hours for each course type is stated, although in the case of the EF Executive and Professional Group course this is inaccurately stated in the brochure. iLab language sessions, renamed project sessions in the new brochure, are supervised rather than taught, and therefore effectively constitute guided self-study; these are included in the number of lessons. Times of classes are indicated in very general terms. Other relevant information is dispersed and in some cases difficult to find. For instance, maximum class size is not on the executive page, which describes course types. During iLab sessions the number of students being supervised by one teacher may be higher than the stated maximum class size. The minimum enrolment age is not stated either in the brochure or on the website.

M25 Fees for tuition are shown, and what is included in these fees is stated in the brochure. On one part of the website, enquirers have to request a quotation; prices are not stated. On another part of the website prices are given as from a specific amount per week including half board accommodation per week and prospective students are advised to contact the school for a detailed quotation.

M26 Homestay accommodation (half board, with full board at weekends) is included in quoted prices. Accommodation in hotels and apartments is only very briefly described.

M27 A page in the brochure gives general information about leisure activities in all UK EF schools. However, there is no description of the executive leisure programme.

M28 On the website a statement that 'our professional language school in Cambridge offers the best teachers' would be difficult to substantiate.

Management summary

The provision meets the section standard and exceeds it in some respects. Well-designed and rigorously applied systems, many of which are centralised, cover aspects of staff management and student administration, to the benefit of staff and students. Communication within the school and the organisation is effective, there are sound induction procedures in place, good provision for staff development and quality assurance is taken very seriously. Some aspects of publicity are inaccurate or confusingly presented. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The premises are spacious and provide plenty of room for students to gather and meet outside class time. The student lounge, dining room and hall are all large and the well-maintained walled garden has ample seating.

R2 The premises are very well presented and are decorated and maintained to a high standard. Many period architectural features have been retained.

R3 Classrooms are adequate in size and number, with a mix of group and one-to-one rooms. All are suitable for executive clients. Rooms are appropriately and flexibly furnished and there is no extraneous noise. Some rooms and public areas were a little cold during the inspection.

R4 The student lounge is stylishly furnished with comfortable seating. Newspapers, magazines and TV news are provided. Free hot drinks are available throughout the day. An excellent range of freshly prepared food is provided at lunchtimes in the large dining room at reasonable prices. Students can also relax in the attractive and secluded garden. A good selection of shops, cafés and restaurants is close by.

R5 Signage is clear and unobtrusive. Display boards in public areas and in the classrooms are informative, attractively designed and neatly presented.

R6 The staffroom provides teachers with an appropriate working environment and plenty of space to prepare lessons, relax and hold meetings. There is suitable provision for the storage of personal possessions.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 The school has a good range of teaching materials appropriate to the age, level and professional needs of the students.

R8 An excellent selection of business and general English materials is available in the resources room, including coursebooks, business skills books, job-related materials and business games. There are dictionaries, grammar and vocabulary books, photocopiable activities and examination preparation materials. Online resources, many produced by the teachers, are on a shared drive and are used to supplement published materials. The school also subscribes to teachers' resource websites and to professional publications. Resources are well organised and easily accessible. Teachers have use of a photocopier, three computers and printing facilities.

R9 All classrooms have a computer with internet access. Listening materials are stored on the school server and can be played through the classroom computer. There are also ten CD players, eight tablets and a mobile projector with laptop. The iLab has 14 computer workstations. IT support is provided by a technician responsible for maintaining equipment at several EF schools.

R10 Students use the iLab in planned study sessions as part of their course or independently outside lessons. Access to a wide range of business-related resources, including live online classes with a teacher, is included in the fees. Students have access to these substantial resources for a year.

R11 Students are introduced to the online resources as part of their induction. The academic team give students support to help them make good use of this facility.

R12 Academic managers carry out regular reviews of the teaching materials. Teachers are encouraged to make suggestions on the purchase of new materials.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises have been well adapted to the needs of adult professionals and provide a comfortable and well-maintained working environment for staff and students. Teaching and learning resources are appropriately chosen, readily accessible and meet the needs of the students. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 One teacher did not have a Level 6 qualification. There was evidence of this teacher having undertaken some post-school education. The rationale was accepted within the context of this inspection.

T4 The academic management team consists of the DoS, who previously worked as ADoS at EF Cambridge and took up her post earlier this year, and the ADoS who has worked at the school for many years. Both have a TEFLQ qualification and are suitably experienced.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments
T6 Teachers' areas of expertise and their preferences for specific course types and levels are taken into consideration when allocating them to courses. Teachers are encouraged to extend their repertoire and take on new teaching challenges.
T7 The school has an appropriate mix of group and one-to-one classrooms. Timetabling is straightforward and efficiently managed.
T8 Standby teachers are available for each teaching block during the day. The DoS, ADoS and senior teacher have an annual bank of teaching hours which can be called upon when cover is required. Planned absences are covered by temporary or contract teachers depending on availability. A substitution policy sets out clear procedures to ensure that full information is passed to the cover teacher.
T9 Most students follow courses for one or two weeks. A few long-stay students are enrolled at the school. Care is taken to ensure that course materials are not repeated in group classes with long-stay students.
T10 Continuing professional development (CPD) sessions are currently provided for teachers every three to four weeks. Sessions are sometimes repeated due to limited teacher availability. The focus of sessions is on practical techniques to improve teachers' performance in the classrooms, sometimes following up on issues arising from observations. Inspectors noted that between 2013 and 2016 very little CPD training was provided for teachers.
T11 All current teachers have been formally observed in the last year, although one teacher on a short-term contract was not observed. Written feedback is provided following formal observations; this is detailed and constructive. Shorter, drop-in observations have also been carried out. There were no records of observations from previous years.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments
T12 There is currently no fixed syllabus for either group or one-to-one courses. Teachers devise a programme for their students based on the pre-course needs analysis, which is discussed and finalised in the first lesson. Group lessons are described as either 'Business and Social' or 'Seminar'. The structure and content of these two lesson types is insufficiently clear and in some respects they overlap.
T13 There is continuing review of course content by teachers on a daily basis in response to students' requests and comments. The DoS checks class records to ensure that identified needs are being met. Initial feedback may lead to course content being modified. The overall structure of the courses is currently under review by a working group. In response to feedback from long-stay students, the introduction of a syllabus for the group element of courses is under consideration.
T14 Learning outcomes for students in one-to-one lessons are agreed during the needs analysis process and are effectively communicated to students. For group courses, teachers prepare lessons and activities based on their assessment of students' needs and inform students of intended learning outcomes. However, course outlines are not provided.
T15 Students are introduced on arrival to the online EF business English school with its live classes and industry-specific learning modules. They have access to this resource for one year. Students also receive ideas for further study on completion of their course.
T16 Most students stay for a short time and are enrolled on intensive programmes; time for developing skills outside the classroom is necessarily limited. Students benefit from contact with homestay providers and are encouraged to participate in social activities.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☒	☐
T20 Assessment criteria	☐	☐	☐	☐	☒

T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T17 Students take a placement test, usually in advance. If they are following a group course, they are assigned to a group and the teacher assesses their level during the first session. Teachers are consulted when students wish to move to a group at a different level.

T18 Most students are enrolled on short courses of one or two weeks. Students following courses of at least four weeks have fortnightly tutorials with a member of the academic management team. Course content and learning objectives are reviewed and confirmed. Students on one-to-one courses are continuously monitored to ensure that their learning objectives are being met. Students are supervised and supported in iLab sessions.

T19 Some corporate clients require their employees to take a public examination. The school does not provide specific preparation courses, but assists students as necessary.

T21 Students receive a language report setting out areas covered during the course and suggestions for future study, also a language competency profile showing entry and exit levels across the four skills. The profile is expressed in terms of can-do statements and levels are linked to the Common European Framework of Reference for Languages. Copies of reports are sent to sponsors on request.

T22 The university pathways manager, based at EF Cambridge, is able to provide information and advice on request.

Classroom observation record

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

Comments

All 18 teachers employed at the time of the inspection were observed. The ADoS was scheduled to teach during the inspection and was also observed. One teacher was seen only briefly as he was supervising an iLab session.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 There was mostly good modelling of language, with generally clear and accurate explanations of grammar and vocabulary. There was a clear focus on pronunciation in many segments and good use was made of the phonemic alphabet. Most teachers showed an awareness of collocation and register. There were occasional inaccurate explanations of vocabulary and some spelling mistakes in feedback to students.

T24 Class profiles were detailed and showed an awareness of students' learning needs. In group classes relevant business skills such as presentation skills, the use of diplomatic language, and describing trends and processes were included. Some in-house materials included lists of phrases with limited context and this led to vocabulary overload. In individual classes there was mostly a clear focus on situations relevant to the student's job.

T25 Learning outcomes were identified and noted in the needs analysis process. Learning aims were expressed in terms of outcomes in nearly all lesson plans. A coherent sequence of activities was provided to help students achieve their objectives in most lessons.

T26 Teachers had good elicitation techniques, particularly in the one-to-one lessons. There were examples of teachers recording students to help them with their pronunciation, good prompting and the effective use of concept checking questions. Students involved in a lengthy negotiation task did so without interruption from the teacher; they performed confidently as a result. A few one-to-one students were allowed to move away from the topic without

being challenged. There was some over-reliance on exercises in published materials which did not lead to the production of useful language. Some students giving presentations would have benefited from intervention from the teacher to slow them down and thereby deliver the information more effectively.

T27 The computer was used effectively to play recordings. Tablets were used to practise conference calls. Online translation sites were referred to effectively to check the meaning of new vocabulary. However, in general technology was not used to its full potential. Whiteboards and flipcharts were sometimes underused or poorly presented.

T28 Teachers had a range of correction techniques. Delayed feedback was effectively used to give students an opportunity to correct themselves after longer communication activities. There was occasionally inappropriate timing of correction during presentations when students could not be expected to remember the correction. Sometimes insufficient attention was paid to the correct pronunciation of important vocabulary.

T29 Evaluation of learning took place at the end of extended activities and through exercises. There was some reference to items covered in previous lessons.

T30 There was good rapport in nearly all lessons. Students, including those staying for longer periods, were strongly motivated. Teachers maintained a professional and supportive atmosphere during all segments seen. Students were often used as a resource and this helped them to stay motivated and involved. Teachers were mostly able to monitor their language level and adapt it to the needs of the students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with approximately equal numbers of segments in each category. Most teachers provided sound models of language. Lesson plans outlined aims and there was clear evidence that the professional needs of individuals were being taken into account. A range of teaching techniques was noted, with a strong focus on helping students to improve their business skills. Feedback and correction were good in some cases, but in some segments could have been improved. Students were motivated and engaged in all classes.

Teaching and learning summary

The provision meets the section standard. The academic management team is appropriately qualified and there are effective systems for timetabling, monitoring learner progress and providing support to teachers. Procedures are in place to ensure that the professional needs of students are taken into account. The approach to course design and review and the development of learner independence have been carefully thought out. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☒	☐	N/a	☒	

Comments

W1 The school makes appropriate provision for the safety and security of its students. Risk assessments for the building are in place, CCTV covers outside areas and the entrances, and there is a keypad entry to the building. Fire drills have been carried out three times since May 2017, but prior to that there was no evidence that any drills had been carried out since the last inspection. There are two trained fire marshals and three trained first aiders. Students who hire bicycles are given advice on cycle safety by the owner of the cycle hire company.

W2 Students are made aware of the availability of pastoral care on their first day. A prayer room can be made available if requested.

W3 The executive director and customer service manager are the named persons and are introduced to the students at the welcome talk.

W7 Good advice is provided to the students in the welcome pack. All points relevant to the school's professional students are clearly covered and are reiterated at the welcome talk.

W8 Students are not informed about their rights regarding medical and dental treatment through the NHS. Shortly after the inspection, inspectors were sent the wording of information to be included in the student welcome pack and this is no longer a point to be addressed.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school makes use of approximately 40 homestays, most within walking distance of the school, as well as local 3- and 4-star hotels, and serviced apartments available for short-term lets. Residential accommodation is available in the summer. One inspector visited three homestays and the serviced apartments.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☒	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The homestay accommodation was of a satisfactory standard. Students have their own rooms and bathrooms are shared. In one homestay visited the student had exclusive use of a bathroom. The hosts were all welcoming and stated how much they enjoyed hosting executive students. The serviced apartments were of a very high standard.

W10 The customer service manager in charge of accommodation has been in post since February and in that time has visited all the homestays at least once.

W11 There are annual visits to homestays; this exceeds Scheme requirements. Fire risk assessments are completed at the time of the visits and Gas Safe certificates checked.

W12 The accommodation records are up to date and the customer service manager was able to retrieve information promptly. She runs reports on a two-monthly basis to check when Gas Safe certificates need renewal and contacts the hosts. The dates when visits are due are clearly stated. The homestay handbook and the annual agreement make it clear that hosts should not take students from other organisations when hosting EF students.

W14 Students are introduced to the customer service manager at induction and are able to give verbal feedback on their accommodation. On the second day of their course they complete an initial online evaluation, which includes a question on accommodation. These are reviewed on the same day by the customer service manager who follows up any issues immediately and problems are dealt with promptly. Action is clearly recorded and there was evidence that homestays have been removed as a result of poor feedback.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 The comprehensive homestay handbook provides detailed guidelines on the expected level of care and the services to be provided. Booking and cancellation arrangements are clear and hosts can keep up to date with arrangements on the dedicated host online portal. Hosts sign the annual homestay providers' agreement, which reiterates the services required.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☒	☒	☐

Comments

W22 The serviced apartments are given a comprehensive clean once a week.

W23 First aid kits are provided in the serviced apartments together with information on local medical facilities. There is a 24-hour emergency number that residents can call in addition to the school's emergency number.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☒	☐	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 There is ample information available in the entrance hall, in the students' lounge and on noticeboards about galleries, museums, events and activities taking place in and around Cambridge. Staff are available to assist and advise students who wish to arrange trips outside Cambridge.

W27 The weekly leisure programme follows a similar pattern every week and is appropriate to the professional students at the school. It usually consists of a pub evening led by staff, a walking tour led by a professional guide, a theatre trip to London organised by an outside agency, a cinema visit, a restaurant evening or punting, and a leaving ceremony and party. Currently students who stay for longer than a week are not specifically catered for, although staff are able to arrange weekend visits through the outside agency and the students can join activities at the main EF school in Cambridge.

W28 The risk assessments, which had been drawn up in the month before the inspection, are based on documents used at other EF schools. They have not been sufficiently adapted and are only partly relevant to the specific activities.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are met. However, risk assessments for activities need to be revised. The accommodation systems are well managed and response to initial student feedback is prompt. *Accommodation* is an area of strength.