

Organisation name	York Associates
Inspection date	21-22 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> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within 12 months to demonstrate that weaknesses in M1 have been addressed.

Summary statement

The British Council inspected and accredited York Associates 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+) and for closed groups of adults (18+).

The inspection report noted a need for improvement in the area of staff management.

Strengths were noted in the areas of student administration, learning resources, accommodation and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	September 2013
Last full inspection	September 2013
Subsequent spot check (if applicable)	November 2014
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	Teacher training, executive coaching, business English and management training courses delivered overseas, publishing company
Other related accredited schools/centres/affiliates	English in York
Other related non-accredited schools/centres/affiliates	General and business English schools in Malta

Private sector

Date of foundation	1990
Ownership	Name of company: York Associates International Ltd Company number: 04943654
Other accreditation/inspection	N/a

Premises profile

Address of main site	Peasholme House, St Saviours Place, York YO1 7PJ
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	N/a
Profile of sites visited	York Associates (YA) occupies an 18 th century listed building in York city centre. It is leased from the York Civic Trust. Since July 2016 the premises have been shared with English in York (EiY). On the ground floor are the reception, the YA office, the YA student lounge, a YA classroom, a kitchen and the principal's office. On the first floor there are two EiY classrooms and the EiY student lounge. On the second floor there are four EiY classrooms, the EiY computer room and an office. In the basement there are four YA classrooms, a shared teaching resources room, the YA staffroom and the EiY staffroom. Toilets are available throughout the building. The building has a front garden and rear terrace, both with seating.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	90
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	35
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	18	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	20	35
Junior programmes: advertised minimum age	0	0
Junior programmes: actual minimum age	0	0
Junior programmes: advertised maximum age	0	0

Junior programmes: actual maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	0	0
Adult programmes: actual minimum age	0	0
Adult programmes: typical age range	0	0
Adult programmes: typical length of stay	2–3 weeks	1–2 weeks
Adult programmes: predominant nationalities	German, Swiss	German, Swiss
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	1	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	8
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	1
Comments	

The academic manager was not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	3

Comments

Two teachers were scheduled to teach during the week of the inspection. One teacher was absent on the second day of the inspection and was replaced by a regular freelancer for one day. This cover teacher is included in the statistics above.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers a range of flexible courses for professionals and executives with a mix of group lessons (maximum six per class) and individual lessons. The minimum age accepted is 24 years. Students normally take 15 hours of group tuition and five–15 hours of individual tuition per week, although other combinations are possible. Courses options are Business Communication (business skills and intercultural awareness), Effective International Communication (business skills, intercultural awareness and international collaboration skills), English for Specific Purposes (usually offered as a closed group for a specific corporate client) and Fluent English (general English for professionals). A suite of individual tuition courses developed under the SLS brand offers a choice of 30, 34 or 38 hours per week. The school also offers Work Placement and Examination Preparation courses for students in closed groups, minimum age 18 years.

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	20	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	20	

Introduction

York Associates (YA) provides business English and international communication training courses, both at the York school and worldwide. The school was founded in 1980 by trainers from Specialist Language Services (SLS), also based in York.

In 2014 YA became a member of the Claret Group, which operates English language schools in Malta. In June 2016 YA purchased Partners in Training (PinT) and this company also became part of the Claret Group. PinT is a York-based company delivering business training courses worldwide. It had previously incorporated SLS and English in York (EiY), an accredited general English school with premises in the centre of York.

The YA director responsible for running the school left in June 2017 and was replaced by the managing director who was previously head of PinT and is still involved in PinT activities. The academic manager, the accommodation officer and the administration co-ordinator have all joined the school within the last year. Two other directors have marketing and overseas training responsibilities. They visit the school from time to time. Strategic development and corporate management is the responsibility of the chief executive of the Claret Group.

In July 2016 EiY moved into Peasholme House and now shares the premises with YA. YA and EiY academic managers liaise on the allocation of classrooms. YA has rooms allocated on the ground floor and in the basement but is able to call on other classrooms in the building if required. Additional classrooms are hired by EiY when the school is full.

At the time of the inspection there were two students enrolled on the Fluent English programme, each studying 25 hours per week. Two interns working at the school joined one of the Fluent English courses during morning sessions. A group of 18 students from Germany were following the Work Placement course. They had already completed one week of language training in the school and were working on unpaid placements in local companies for the second and final week of their course. They were due to take a business-related public examination on the last day of their course. This group was not seen by the inspectors.

The inspection lasted one and a half days. Meetings were held with the managing director, the academic manager, the homestay accommodation officer, the administrative co-ordinator and the operations administrator. Focus groups were held with students and teachers. Some regular teachers not currently employed attended the teachers' focus group. All three teachers employed during the inspection were observed by both inspectors. One inspector visited four homestays and was accompanied on these visits by the receptionist.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: the school engages nearly all teachers on freelance contracts. No tax and NI deductions are made by the school. There was no evidence that HMRC is routinely informed of the freelance status of nearly all teachers, and staff unique tax reference numbers were not on file for those staff records sampled. The school should seek further advice from the relevant statutory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure of the school and the wider organisation to which it relates is clearly defined. Staff are able to deputise for each other; cover duties are set out in job descriptions.

M3 Job descriptions are in place for all postholders apart from the managing director. Duties are set out in detail.

Some members of staff, for example the accommodation officer, have responsibilities across both YA and EiY.

M4 There is regular informal contact between members of the management team and among the administrative staff. However, the lack of formal, minuted meetings of the management team or the teaching staff means that there is no forum for the discussion of strategic issues. Administrative staff attend a minuted summer review meeting. The directors are in regular contact with each other and formal board meetings are held three times a year.

M5 The school has an appropriate recruitment and selection policy. Procedures are in place to ensure that all necessary pre-employment checks are carried out. A staff handbook sets out employee's rights and responsibilities, including disciplinary and grievance procedures.

M6 The newly appointed academic manager found incomplete personnel records for teachers on taking up her appointment. The records have been reconstituted as far as possible. Copies of qualifications are on file and have been signed to confirm originals have been seen. There are no references on file for one recently employed teacher.

M7 An induction policy sets out appropriate procedures. An induction checklist is used to ensure that all relevant items have been covered. There was evidence that this was being used for the induction of a new finance officer. New teachers are assigned to an experienced mentor who provides help and advice as required.

M8 Administrative staff are appraised annually; completed records were on file. Teachers are not appraised as they are considered to be freelancers.

M9 Administrative staff have had training in safeguarding, the Prevent strategy, fire awareness, and familiarisation with school policies. Three members of staff are first aid trained. The administrative co-ordinator has had training in the use of the new school database. See T10 for comments on continuing professional development (CPD) for teachers.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The administrative co-ordinator is responsible for enrolling students. Additional help is provided by colleagues or interns.

M11 A senior member of staff, usually one of the directors, provides company training officers, agents or individuals with full information about course content to ensure that enquirers select the most suitable course. Local sales representatives in the UK and Germany have established contacts with long-standing corporate clients and can also give detailed course advice.

M12 Enrolment procedures are efficiently managed. Terms and conditions which set out cancellation and refund terms are sent out with confirmations.

M13 Full information is recorded on the database. Students complete an emergency contact form on the first day of their course. This includes next of kin contact details and local address if accommodation has not been organised by the school. Information is added to the database and is available by remote access to the emergency phone holder.

M14 Students sign in at reception every day on arrival. The school does not experience any issues with student absences; attendance is close to 100 per cent. There are occasional student absences due to business meetings, but these are always authorised in advance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Managers are in regular contact with administrative and teaching staff to discuss ways of improving procedures. The introduction of a new database has been a major step towards improving administrative efficiency. However, there are currently no internal review systems to identify areas for improvement. The strategic development of the school is discussed and agreed at board level.

M18 Teachers check student satisfaction on their first day and report any problems. The managing director attends Monday lunch with students and elicits feedback. A formal mid-week review requires students to evaluate the course and raise any issues of concern about course content or approach. End-of-course reviews are carried out every week. Completed forms are scanned and circulated to staff for any necessary action.

M19 Staff provide feedback to the managing director on areas of concern, for example report-writing responsibilities, and there is evidence that action is taken as a result. However, there is currently no formal system in place whereby staff feedback is sought.

M20 A detailed complaints policy is in place and this includes recourse to an external organisation. The school reported that no complaints had been received. There was evidence that the very few negative comments made in completed student questionnaires had been promptly followed up and action noted.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The website is the main source of information about the school and its services. An annual brochure is also produced.

M22 There is little information about the school and its facilities, apart from a photograph of the front of the building. The publicity makes it clear that the premises are shared with EiY, which runs general English for students aged 16+ years. Information about the locality is fully described.

M23 The school offers a wide range of courses for professionals and these are described in detail in the publicity. Helpful case studies give examples of tailor-made programmes for groups of corporate clients.

M25 The cost of the leisure programme is not included in the publicity. This was added to the website shortly after the inspection and this is no longer a point to be addressed.

M27 The leisure programme is not adequately described in the publicity. A suitable description of the leisure programme was added to the website after the inspection and this is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. Appropriate staff management procedures are in place, although channels of communication could be improved by the introduction of regular, formal meetings. There is reasonable provision for staff development, but no appraisal system for teachers. Student administration is effectively managed. Courses and services are accurately described in the publicity, but there is insufficient information about the school and its facilities. Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up. There is a need for improvement in *Staff management*. *Student administration* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are adequate in size. Public areas, the reception area and the student lounge are all spacious.

R2 The premises are in general well maintained and in a good state of repair. Classes and offices are regularly cleaned. A few public areas are in need of repair or redecoration.

R3 Classrooms are suitably furnished with modern, flexible furniture. A range of larger and smaller rooms is available. YA currently uses basement rooms for one-to-one training. These are of a reasonable size, but natural light is limited. There is no disruption from extraneous noise.

R4 The YA student lounge is an impressive and well-furnished room with period architectural features. Free coffee, snacks and drinking water are provided. Staff are encouraged to mix with students during breaks. Students are offered the option of taking lunch with a member of staff at a local restaurant. In some cases lunch is included as an integral part of the course. Students can also relax in the large front garden or on the rear terrace, both of which have seating. There are many shops, cafés and restaurants close to the school.

R5 Classrooms and offices are clearly labelled. Some rooms are used by either YA or EiY groups. Signage panels are changed to indicate the current use of these rooms. Notices are for the most part neatly displayed. Some notices are fixed directly on to walls; the provision of larger noticeboards would improve the standard of display.

R6 The YA staffroom in the basement is small but adequate for the number of teachers using it any one time. It is used for lesson preparation and storage of equipment. Lockers are available for the storage of personal possessions. The room has no natural light and can be hot in summer. Fans are installed to keep the room at a reasonable temperature in hot weather.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The school has a wide range of teaching materials appropriate to the age, level and learning objectives of its business and professional students.

R8 The teaching resources are stored in the basement library and include materials used by both YA and EiY. The YA materials are clearly identified and include management training books, cross-cultural materials, specialised industry-specific reference books, business English and skills development materials, dictionaries, teachers' methodology books, periodicals, CDs and business games. Materials are neatly organised and are easily accessible. There is also a large resource bank of materials online, searchable by title and topic. Teachers also have their own online directory to store their own materials. A photocopier and printing facilities are also available.

R9 Classrooms have a networked computer with internet access, a monitor and speakers. Data projectors, audio and video recorders, laptops and a scanner are also provided. Teachers are able to use the equipment with confidence. The facilities and support officer helps staff to make full use of this equipment and deals with any technical problems.

R10 Although the resources room is called a library, space for private study is limited and the facility is not routinely used by students. There are computers for student use on the second floor, but these are not frequently used by YA

students.

R12 Materials are regularly reviewed. Online materials produced in-house are currently being reviewed and rebranded. SLS materials are now available to all YA trainers. New readers have recently been purchased and subscriptions to new periodicals have been taken out. Teachers reported that requests for new materials were promptly dealt with.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises are suitable for adult professionals and provide a comfortable working environment for students and staff. Teaching and learning resources are well chosen for the professional students and are readily accessible. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher working as a cover teacher at the time of the inspection did not have a Level 6 qualification. A rationale for the employment of this teacher was provided. The teacher has followed a course leading to a TEFLQ qualification, although he had to withdraw late in the course due to illness. The rationale was accepted in the context of this inspection.

T2 Two teachers working at the school at the time of the inspection were TEFLI, and a third teacher did not have a TEFL qualification which meets Scheme requirements. The qualifications of all other teachers registered as freelancers at the school were checked. Ten were TEFLQ and 14 were TEFLI. One did not have a TEFL qualification which meets Scheme requirements.

T3 Rationales were provided for the teacher at the school at the time of the inspection and the teacher on the freelance register who did not have TEFL qualifications which meet Scheme requirements. The rationales were accepted in the context of this inspection as both had many years' experience of teaching business English in a wide range of contexts and had undertaken further relevant training during their careers.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched to courses on the basis of availability, areas of expertise, preferences for level, and experience. SLS-branded courses are taught by specific teachers.

T7 YA has permanently allocated rooms on the ground floor and in the basement. Rooms on upper floors normally occupied by EiY groups are available if required. The YA and EiY academic managers liaise closely on the allocation of rooms. When enrolments on group courses are low, students may be upgraded to alternative courses to create viable groups.

T8 Teachers on the school's freelance register are available for cover. In the summer a standby teacher is available at the school to cover any colleagues' absences.

T9 Continuous enrolment is not an issue at the school as nearly all students are following short courses.

T10 The academic manager provides a good level of support to teachers. A detailed trainer handbook clearly sets out academic and administrative procedures to be followed by teachers. The school runs training courses for overseas teachers and YA teachers are encouraged to follow all or part of these programmes. Since the academic manager took over earlier this year, five teachers have followed YA training courses alongside overseas teachers. No other CPD training is provided by the school; the trainer handbook makes clear that teachers are responsible for their own professional development and gives suggestions as to how this might be achieved. There are no records of any CPD sessions between 2013 and 2016.

T11 The academic manager has carried out observations of most regularly engaged teachers. Records showed that the written feedback was constructive and supportive. However, two teachers on short contracts this summer were not observed and one teacher at the school at the time of the inspection had also not been observed. This latter teacher was observed after the inspection and a record of the observation sent to inspectors. There is no statement in the trainer handbook about the observation policy. There are records of only three observations being carried out between 2013 and 2016.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is based on a pre-course questionnaire, supplemented by a pre-course telephone call in the case of business courses. Teachers carry out a detailed analysis of students' needs on the first day of the course with a view to identifying the areas of language to be covered and the business and communication skills to be focused on. The result is a negotiated syllabus for each course with input from both student and teacher. Teachers select materials from available resources in the school. Students are also encouraged to bring materials they work with professionally so that these can be incorporated into the programme. Procedures for delivering SLS-branded courses are more systematised and detailed guidelines on delivery are available for teachers.

T13 There is evidence that the school keeps course design under review. The structure and delivery of both YA and SLS courses is under review; the overall objective is to harmonise academic procedures. The school is also developing syllabuses on specific skills areas such as meetings and telephoning.

T14 Learning outcomes are agreed at the beginning of the course and are made explicit to students.

T15 Courses include study and learning strategies; helpful suggestions for further independent study are provided at the end of the course in action plans for students.

T16 Students benefit from contact with fellow professionals during the course and on social events, from social interaction with staff at breaks and at lunchtime, and from contact with homestay providers.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 There is no placement test; students assess their own language level and are placed accordingly. Teachers monitor students to ensure that they are correctly placed.

T18 A mid-week review takes place every week. This was carried out initially by the academic manager, but is now done by teachers. An end-of-course review takes place at the end of every week to confirm all aspects covered during the week. Teachers also record audio feedback on students' performance on a memory stick every day. This includes feedback on errors and models of corrected versions of students' language.

T19 Some students on Work Placement courses require a business-related public examination at the end of their course; examinations are held in the school. There are also occasional requests from students to help them prepare for specific examinations. The school has a range of examination materials and suitably experienced teachers.
T21 Reports are provided for all students except those following the Fluent English programmes. Reports include an assessment of level, course objectives, detailed feedback on areas of progress and a brief action plan with suggestions for further study.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	Fluent English, the only course being run at the time of the inspection. Students on a Work Placement programme at the time of the inspection were on placements; all teaching had taken place in the previous week.
Comments	

Two teachers were assigned to the two Fluent English courses being run at the time of the inspection. On the second day of the inspection one of the teachers was absent and a cover teacher replaced him. The three teachers were observed by both inspectors.

Classroom observation

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

Comments

T23 Teachers mostly gave helpful and accurate explanations of grammar and vocabulary and were able to model intonation and pronunciation effectively. Occasionally there were inaccuracies in the presentation of grammar.
T24 Detailed plans and full student profiles were provided. It was clear in some, though not all, plans that the content of lessons was linked to students' learning objectives. There was clear staging of lessons to maintain variety and pace. Some topics did not engage the interest of students and did not always take account of their cultural backgrounds.
T25 Learning outcomes were made explicit and there was in most cases a sequence of activities designed to help students achieve the stated outcome.
T26 A good range of teaching techniques was noted, including listening for general and specific information, gap-fill exercises, a deductive approach to the teaching of grammar, and identifying stress patterns at sentence level. Examples of detailed preparation of presentations were seen. Sometimes practice of a specific language point was insufficiently challenging for students. In some cases students were encouraged to produce unnatural language in order to demonstrate they had understood a specific language point.
T27 Teachers used technology confidently. The computer, speakers and video clips were all well managed. Whiteboards were mostly neat and well organised, with a good use of colour to highlight important points. Some photocopies included errors.
T28 In most cases there was regular correction. Students were sometimes given a chance to reflect on their errors and to self-correct. In some cases there was reference to previous lessons in order to consolidate learning. In a few cases there was misunderstanding of student errors which led to confusing corrections.
T29 Some lesson plans indicated that a review stage had been built into the programme. Exercises and games were also used effectively to check learning. In other segments it was not clear how learning was being evaluated.
T30 Overall, there was good engagement of students. Teachers were professional and friendly. They were able to adapt their language to the level of their students; in classes at a higher level they challenged students by speaking as naturally as possible. However, there were some examples of students failing to respond positively and not being fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority being satisfactory. Teachers provided generally sound models of language. Lessons plans outlined aims clearly and in most cases these linked with the stated professional learning objectives of students. A range of teaching techniques was seen; feedback and correction were well handled in the better segments. Overall, there was good engagement of students.

Teaching and learning summary

The provision meets the section standard. The academic manager and teaching staff are suitably qualified and experienced. Effective systems are in place for timetabling, monitoring student progress and supporting teachers, although arrangements for CPD and the observation of teachers need to be reviewed. Clear procedures are in place to ensure that courses are designed to help students achieve their professional learning objectives. 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Good provisions are in place to ensure the safety and security of students. The door to the building has a coded keypad entry system. Visitors sign in and the front desk is always staffed. YA staff wear coloured lanyards so that they are easily identifiable, and to differentiate them from EiY staff. Completed fire risk assessments were seen, and records of fire drills and evacuations. Students receive building orientation at induction on their first day, and the USB pen-drives they are given also contain useful health and safety information.

W2 All staff are encouraged to be aware of students' potential welfare needs, and the well-being of students is central to the ethos of the school. Arrangements are in place to cater for dietary or any other needs of students. A classroom can be made available as a prayer room on request.

W3 A rolling screen in the coffee lounge displays photos of staff; students are introduced to staff on their first day, and told who to go to with any problems.

W4 There is a clear abusive behaviour policy which has been simplified and made more accessible to students. It is included on the USB pen-drive given to students at induction.

W5 Students are issued with a 24-hour emergency number before arrival. The number is also displayed throughout the school.

W6 A great deal of useful travel information is given to students prior to their departure from their home country, and travel arrangements from the point of arrival in the UK are made very clear. The school uses a reputable taxi company to collect students and almost always the same driver, who has worked with the school for many years.

W7 Students are given clear and appropriate advice on all relevant areas. Information is displayed throughout the school and included on the USB pen-drive.

W8 Students are given useful information about medical treatment through the NHS and how to access it if necessary. The information is also displayed in the main reception area. There is a health centre next to the school which students can be taken to if they become unwell. Homestay hosts were also very well aware of what to do if a student becomes ill.

Accommodation profile

Comments on the accommodation seen by the inspectors

All students are placed in accommodation arranged by the school. The school offers a choice of executive or standard homestay or can arrange hotel or guest house accommodation. Executive homestays are ensuite and within a thirty-minute walk to the school. Standard homestays offer a shared bathroom and are a walk and bus ride

away from the school.

One inspector visited four homestays; one executive, one which can offer both executive and standard, and two standard.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the homestays visited were of an impressively high standard. They were all clean, well-furnished and comfortable. All easily met Scheme requirements. Hosts spoke unprompted about the need to spend time with their student and saw this as an important part of their duties as a host. A number of hosts said they regularly went out on trips and visits with their students at weekends. Students in the focus group spoke very highly of their hosts and their accommodation.

W10 Detailed records show that all new hosts are visited by the accommodation and welfare officer and all accommodation is inspected prior to placing any student in that homestay. Potential new hosts are given very good information about what it means to host an international student. Comprehensive check lists have been created for the initial inspection visits, and information on fire risk assessments and Gas safe certificates is noted.

W11 Good records were seen of re-inspections carried out by the accommodation and welfare officer. She visits hosts every two years and has seen some of them more frequently. The accommodation and welfare officer has a great deal of experience in managing homestay accommodation and also hosts herself. Hosts spoke highly of the very good relationship between them and the school, which helps any problems to be addressed quickly.

W12 Registers are kept up to date and contain useful information about the host family. Reports can be created in the system to show when re-inspection visits are due or to highlight any missing certificates. Previous student feedback is used to help student placement.

W13 Students are given detailed and useful pre-arrival information, including a description of the homestay household, a map and travel times from school to home. The homestay host is also given information about the student and email communication usually takes place between host and student before arrival.

W14 Students are asked about all aspects of their experience at YA in the mid-week feedback questionnaire, and this includes their accommodation. Any action required is taken promptly and recorded. The accommodation and welfare officer gives a useful presentation at student induction and students are encouraged to visit her at any time if they experience any problems with their accommodation, or just to give positive feedback.

W15 Evening meals were being prepared in all four of the homestays visited and all were of an exceptionally high standard. All hosts visited enjoyed cooking and saw meal planning as a shared activity between them and their student.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Rules, terms and conditions are presented clearly and accessibly and records showed they are reviewed

regularly. Hosts confirmed that the booking and cancellation arrangements were made clear to them.

W18 All students are placed in single rooms.

W19 Care is taken to make sure students who speak the same language are not accommodated in the same homestay.

W21 The homestay host is always present to welcome the student and often accompanies their student to the school on the first morning.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

Residential accommodation is not offered.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W25 A number of three, four or five star hotels are recommended by the school where corporate rates are negotiated. The accommodation and welfare officer visits these hotels when the rates are renegotiated. The school books hotel accommodation on behalf of the students.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are given full information on local social and cultural events and how they can take part in them. There are displays of information in the main reception area and in the coffee lounge and staff give regular updates on current activities.

W27 The school offers a leisure programme with three activities per week, all entirely suitable to the type of students attending. Activities are carefully planned to enhance the students' knowledge of York and include visits to pubs offering live music and food, guided walks around the city and to York Minster for evensong. Special activities requested by students can also be organised. Students are always accompanied by a member of staff, usually one of the teachers who has a great deal of knowledge about York. Students are also offered the opportunity to participate in longer trips out of York organised by EiY.

W28 Risk assessments are carried out and reviewed for the local activities. Risk assessments for the longer excursions are carried out by EiY and all seen were satisfactory.

W29 Students are always accompanied by a member of staff who has appropriate experience.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are met. Accommodation offered is of a high standard, and the provision is managed very efficiently and to the benefit of students by the accommodation and welfare officer. The school's leisure programme is well planned and very suitable for the type of students. Risk assessments are carried out for all activities. *Accommodation* and *Leisure opportunities* are areas of strength.
