

Organisation name	York Associates
Inspection date	23 February 2022

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 have been addressed. The required evidence was subsequently submitted

Summary statement
<p>The British Council inspected and accredited York Associates in February 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of academic staff profile was noted.</p>

Introduction

York Associates (YA) provides business English and international communication training courses, based in Peasholme House in central York. The school was founded in 1980. 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 Ltd (PiNT) which includes English in York (EiY), an accredited general English school. In July 2016 EiY moved into Peasholme House and now shares the premises with YA. 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.

The YA director responsible for running the school left in June 2017 and was replaced by the managing director (MD). The academic manager (AM), the accommodation officer (AO) and the administration co-ordinator all joined the school in 2017.

At the time of the inspection there was one face-to-face student enrolled, and 260 students enrolled onto online courses.

This compliance-only inspection lasted one day and was conducted remotely. Meetings were held with the MD, director of ELT (DELT), AM, operations co-ordinator, senior trainer and AO. Focus groups were held with the teachers and the students. A virtual tour of the premises was provided in advance of the inspection. All the teachers were observed. One inspector carried out a remote visit of one homestay.

Address of main site/head office

Peasholme House, St Saviour's Place, York YO1 7PJ

Description of sites observed

YA occupies an 18th 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 and student lounge, a YA classroom, a kitchen and the MD's office. The first and second floors comprise classrooms and common areas used mostly by EiY. In the basement there are four YA classrooms, a shared teaching resources room, and two staffrooms, one of which is for YA staff. There are toilets on each of the floors. There is an enclosed terrace area at the back of the building and a fenced front garden area, both of which are used by staff and students during break times.

Although rooms are allocated to each of the schools occupying the building, the arrangements are flexible and weekly meetings take place between managers of both schools to negotiate rooming. At busy times, classrooms are also rented in conference facilities at a local hotel about five minutes' walk from the school, although this has not happened since 2019.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<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"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

YA offers a range of courses for professionals and executives with a mix of group and individual lessons. The minimum age accepted is 21. Students normally take 15 hours of group tuition and five to 15 hours of individual tuition per week, although other combinations are possible. Course options are Business Communication, Effective

International Communication, Fluent English and English for Specific Purposes which is usually offered as a closed group for a specific corporate client. The school also offers work placement and examination preparation courses for students in closed groups, minimum age 18 years.

Management profile

The DELT has overall responsibility for the management of the school and reports to the MD. On a day-to-day basis the academic programme is managed by the AM, supported by the senior trainer. Student welfare and the leisure programme are managed by the operations co-ordinator, who also oversees accommodation supported by the AO. The MD oversees marketing and admissions.

Accommodation profile

YA has a database of around 47 homestay hosts from before the start of the pandemic. It is anticipated that some of these will no longer wish to provide accommodation; the AO is in the process of contacting all of them. 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 of the school. Standard homestays offer a shared bathroom and are a walk and bus ride away from the school. At the time of inspection one student was in an executive homestay.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and publicity, although their values need to be clarified. The structure of the organisation is well established, communication is very good, and staff have good opportunities for professional development. Student administration is carried out very efficiently and effectively. The recruitment policy requires more detail and clarity in relation to reference checks.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate environment for work and relaxation. An extensive range of learning resources is available, appropriate to the age, needs and backgrounds of the students. Guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context, but there was insufficient evidence of qualifications available for some members of the team. Course design meets students' needs effectively, and learners are managed and supported well. Trainers receive very good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic Staff Profile*.

Welfare and student services

The provision meets the section standard. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to live comfortably and make the most of their time in York. Accommodation is well managed and of a very high standard, although some checks were incomplete. The leisure programme is bespoke, organised in consultation with the student and entirely suitable for the type of student attending the school. Special activities requested by students can also be organised.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

At the time of inspection, two mission statements were referenced in different documents, meaning that there was not one clear statement representing the organisation's values. The provider has goals and objectives in place which were interrupted due to the global pandemic. The structure of the organisation is very clear, and is understood by staff. Communication is very good, and takes place frequently, formally and informally through a variety of channels. Student and staff feedback is collected, recorded and analysed, and action is taken as a result of it. A detailed self-evaluation document is in place and up to date.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff, although there was a lack of evidence of them being reviewed. This was rectified during the inspection and is therefore not a point to be addressed. The recruitment policy and procedures are generally appropriate, although the policy does not clearly specify how and when references are to be taken and references had not been secured for some of the members of staff sampled. Induction procedures are effective and appraisals are carried out annually and are appropriate. All staff are engaged with continuous professional development, and are offered an excellent range of opportunities through internal workshops and external training opportunities.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

There are excellent levels of customer care and service. Staff offer a personalised bespoke experience for clients who receive helpful information before their arrival and during their stay. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. There is clear guidance for students and staff regarding attendance, expected student behaviour and complaints.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's main medium of publicity is its website. In addition, it has a social media presence.

Publicity is accurate and gives rise to realistic expectations. However, there is no mention of the fact that students aged under 18 are taught on the premises. Information is presented in clear and accessible English. Course information is available, easy to find and accurate. The costs of tuition, additional materials and accommodation are clearly stated. The description of accommodation is accurate. Claims to accreditation were not in line with the Scheme requirements, claiming that the school was placed in the top ten percent of British Council accredited training centres in the UK. This was rectified immediately after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

A video tour of the premises showed that the school building is in a good state of repair and decoration, and there are effective systems in place for cleaning and maintenance. The student and teacher interviewed confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are excellent facilities in place for students to relax, and sufficient facilities for staff to work and relax. Signage is generally effective and exits are clearly signposted. Noticeboards contain all required information for staff and students.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

Comments

There is a good selection of resources for both students and teachers, many of them produced in house. Technology at the school is well maintained. There is a range of self-study materials available for students and personalised guidance for accessing the materials is provided by teachers. While the review and development of resources is planned, there is no formal written policy documenting this process or specific budget to support the strategic development of resources.

Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

Two members of the academic staff did not have evidence of a Level 6 qualification on file at the time of inspection and two members did not have evidence of an appropriate ELT qualification. Rationales were provided but were not accepted on the basis that there was an excessive number of rationales in proportion to the number of academic staff. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. Overall, the academic management team has a lot of relevant teaching and management experience, although one member of the team did not have a Level 6 qualification. A rationale was provided and accepted on the basis of their role, deployment, the strength of the academic management team and because of their extensive experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

Teachers are appropriately matched to courses according to their skills and experience. Timetabling is highly personalised and tailored for individual students and clients. There is excellent day-to-day academic support for teachers including one-to-one meetings with the academic manager and teacher development days. Observations are carried out at least annually, and are accompanied by detailed developmental feedback.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design and materials clearly suit students' needs. Course design is reviewed on an ad hoc basis, and should be more formally structured in terms of frequency and method, taking into account feedback from students and teachers. Course outlines are clear and presented in a way which is accessible to students. Students receive personalised advice on independent learning and learning strategies, and are offered opportunities to develop their language away from the classroom through individualised cultural and social activities.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Learner management is effective, the placement procedure includes teacher evaluation and student self evaluation, which are both used as a tool for course planning. Student progress and achievement is recorded by teachers, and this data is closely monitored by the academic management team. Students receive daily feedback from teachers, and continue to self evaluate during their course. This ensures that they have a good understanding of their own learning, and that teachers can offer excellent personalised support to their students.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Business communication

Comments

One face-to-face and six online classes were observed.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In general, teachers modelled language clearly with use of relevant examples to explain new language and concepts. In a minority of cases, explanations were over complicated.

T24 Course objectives were clearly stated and specifically focused on students' situations and needs. There were detailed student profiles and there was evidence of differentiation of learning in most plans.

T25 Learning outcomes were clearly stated and were mostly shared with students often at the beginning of the lesson and at the end as part of a lesson review.

T26 A range of techniques was used by teachers appropriately and with confidence. There was evidence of effective questioning and elicitation, ensuring that students were engaged appropriately.

T27 There was very confident use of technology. Materials were well chosen, adapted and managed well to suit the learners and the learning platform, whether it was face-to-face or online.

T28 Overall, effective varied correction techniques were used to give students feedback. Errors were often identified and dealt with quickly and efficiently by teachers through peer, self and teacher correction. There were also good examples of the use of praise and of delayed correction to encourage and consolidate learning.

T29 Classes included review sections where students had the opportunity to reflect on what had been learnt during the lesson. This included concept questions to check students' understanding. Class activities built on top of one another to ensure that students were well aware of their progression.

T30 There was a positive, encouraging, purposeful learning environment in all classes. Attention was paid to students' first language to ensure that classes were highly focused and relevant. All classes were student centred and were characterised by high student talking time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good with most being very good against the criteria. Knowledge of the linguistic systems of English was sound, and most teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students, and led to relevant learning outcomes which were shared with students. Techniques were varied and appropriate, and students were fully engaged. Appropriate feedback was provided to students, and there were opportunities to evaluate learning. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	
A clear risk assessment procedure is in place to ensure the safety and security of students on school premises and there is a suitable emergency action plan, updated annually. Student wellbeing is central to the ethos of the school and students receive very good pastoral care from staff, including, on arrival, an individual meeting with the MD or DELT. School policies are sent to students in advance, as well as comprehensive information relating to travel, accommodation and life in York.	
Accommodation (W9–W22 as applicable)	
<i>All accommodation</i>	Met
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All the facilities and services expected of homestays are provided and the student in homestay accommodation at the time of the inspection expressed a high degree of satisfaction with his hosts and the accommodation. The accommodation visited remotely was of an exceptionally high standard. The AO had been re-employed shortly before the inspection, having been first furloughed and then made redundant. Records of checks carried out before the pandemic were detailed and clear and the AO has started a programme of rechecks; however because of this situation, some records are currently incomplete. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules, terms and conditions are made very clear to homestay providers.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	

W22 The school recommends hotels and other accommodation in York but there has been no demand for this type of accommodation since the start of the pandemic so monitoring has not yet resumed.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students typically come for intensive courses of one week. A bespoke leisure programme is created in consultation with the student and this can include daily lunch with a trainer, accompanied walks and cinema trips and evening pub visits. Special activities requested by students can also be organised.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	2102
Last full inspection	October 2017
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	Team and leadership training Teacher development programmes
Other related accredited schools/centres/affiliates	English in York
Other related non-accredited schools/centres/affiliates	ESE, Malta & ETI, Malta

Private sector

Date of foundation	2003
Ownership	Name of company: York Associates International Limited Company number: 04943654

Other accreditation/inspection	N/a
--------------------------------	-----

Premises profile

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

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	15
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	260 (online)	260 (online)
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	261	275
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	21	21 (18 for closed groups)
Adult programmes: typical age range	35–45	35–45
Adult programmes: typical length of stay	1–2 weeks	1–2 weeks
Adult programmes: predominant nationalities	German; Swiss; Italian	German; Swiss; Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	8	
Number of academic managers for eligible ELT courses	3	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	

A rationale was prepared for one academic manager without a TEFLQ qualification and was accepted in the context of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	5
Holding specialist qualifications only (specify)	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	8

Comments

Two teachers did not have evidence of an appropriate ELT qualification. Rationales were provided but were not accepted on the basis that there was an excessive number of rationales in proportion to the number of academic staff.

Accommodation profile

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

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