

Organisation name	BEET Language Centre Bournemouth
Inspection date	10–11 May 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 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited BEET Language Centre Bournemouth in May 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).

This private language school offers courses in general English for adults (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, and leisure opportunities.

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

Introduction

BEET was established in 1979 by the chairman of the board and the school moved to its current premises in 1980. International Teacher Training Centre (ITTC) was acquired in 2001 and has been running teacher training courses leading to certificate and diploma-level qualifications. Many of the school's staff have been trained on these courses. ITTC is planned to close in June 2022.

Since the last inspection, a new director of studies (DoS) was appointed in 2017 and a new centre manager in 2019. The role of principal has been absorbed into other responsibility posts. This structure will be reviewed as the school returns to normal operations following the global pandemic.

The inspection took place over one and a half days. Interviews were held with the centre manager, DoS, office manager, accommodation and welfare manager, marketing executive, site manager and one of the senior teachers. Focus groups were held with the teachers and with a group of students. Eight teachers were observed and one inspector visited a student house, a homestay and a private house accommodating students.

Address of main site/head office

Nortoft Road, Charminster, Bournemouth BH8 8PY

Description of sites visited

BEET is situated in a quiet residential area a 20 minute walk from Bournemouth town centre. It is based in a former, older-style primary school building leased from the church next door. The main building houses 12 classrooms over two floors, a library, two self-access rooms, a reception area with office space, offices for management and student services, and two adjoining staffrooms. There is a large student cafeteria on the ground floor. To the rear of the building there is a tarmac area, which is used for parking and additional seating and relaxation space in the summer. There is also an additional teaching block with four classrooms. There are two student toilets, one for staff plus an additional disabled one.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" 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

The school offers general English courses including preparation for external examinations and IELTS. Students can choose to study 15, 18 or 21 hours per week. Students choosing 15 hours per week focus on the core subject (general English or exam preparation). Students studying 18 or 21 hours per week can select additional lessons from the options programme which include further examination preparation, speaking, pronunciation and listening; reading, writing and vocabulary; English for business; and other courses in response to demand. All courses are for students aged 16+; there is a 40 plus programme.

The school also arranges courses for groups, which are either separate or join the main programme. Specialised courses are designed on demand.

Management profile

The centre manager, who reports to the two directors, has overall responsibility for the running of the school. The DoS, office manager, accommodation and welfare officer, site manager and catering manager all report to the centre manager, while the marketing executive and finance officer report to the directors.

Accommodation profile

In addition to homestays, the school offers accommodation in private homes with more than four guests, and student houses owned and managed by the provider. During peak summer periods a student residence owned by Bournemouth University offering single ensuite bedrooms with shared kitchen facilities is also available for adult students. All students aged under 18 are placed in homestay accommodation.

At the time of the inspection, seven under 18s and 23 adult students were staying in homestays. Eight adult students were in private home accommodation, and 11 students were accommodated in the school's student houses.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their accurate and realistic publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, clean, pleasant and professional environment for work and relaxation. A very good 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 students and staff where needed. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile highly appropriate to the context. Course design is effective and learner management is very good. Teachers 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. *Academic staff profile, Academic management, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard for security, pastoral care, information and leisure activities, and exceeds it in some respects. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation, although not all procedures are always followed in relation to homestay checks. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 The school has a clear mission and vision which were developed collaboratively with staff and are reflective of all stakeholders' experiences of and interactions with the school.

M2 Goals and objectives are explicit, appropriate and measurable. They have been adapted to take into account global, local and ELT sector-specific conditions, and are reviewed on an ongoing basis.

M3 The organisation has a very clear structure which is understood by the relevant people, and is shared with the school community via handbooks, the website and on school noticeboards.

M4 There is a good blend of formal and informal communication using a variety of methods and including all stakeholders. Staff consistently commented that the school's communication was very good.

M5 Students are given a variety of opportunities to give their feedback including questionnaires, suggestion boxes, tutorials and student forum meetings. This ensures a comprehensive accessible feedback process. There is evidence that student feedback is recorded, analysed and acted upon.

M6 Staff give feedback via an annual survey, through their appraisal meetings, as well as in weekly staff meetings and informally at any stage. Staff reported that they felt that their views were valued, and there was evidence that staff feedback was recorded, collated, responded to and acted upon.

M7 There are mechanisms in place to ensure that systems, processes and practice are comprehensively reviewed. This includes an annual quality review process which incorporates staff and student feedback as well as previous inspection reports.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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.	Strength

Comments

M8 Staff feel extremely valued and supported by the school's policies and person-centred approach to human resources and staff engagement.

M10 There is a clear and comprehensive recruitment policy, and in general procedures and implementation are carried out well. However, a small number of staff files included references which were general reports on capabilities rather than responses to questions asked by the school.

M11 Induction is excellent with new staff formally inducted by line managers, as well as being mentored by an experienced colleague. Comprehensive induction checklists are in place and complete for all new staff.

M12 There are very good procedures in place for monitoring and appraising staff including formal appraisals which take place twice per year and are supportive, developmental and focus on setting targets. Where areas for improvement are identified, a collaborative, sensitive approach is used to support staff.

M13 Continuing professional development (CPD) is well established as a central tenet of the school. Opportunities are discussed during appraisals, and as a result, all staff have personalised CPD plans in addition to participating in school-wide professional development.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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

M14 Student feedback demonstrates that everyone in the school provides excellent levels of customer service. Customer-facing roles are clear and defined, and include overlaps so the student experience is unaffected by any absences. Customer service is further supported further by the effective use of IT packages to retrieve and provide information.

M15 Student information is clear on the website and in handbooks, and is further backed up by prompt, friendly, personalised email correspondence. Students receive additional useful ongoing information and advice through tutorials.

M16 A highly flexible student-friendly refund and cancellation policy has been implemented to increase student confidence during the global pandemic.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Met

Comments

The primary source of publicity is the school's website. In addition, it has various social media channels. Previously, the school had a brochure, which it plans to reinstate at some point in the future.

M22 The provision is very clearly described on the website in text and through photographs, which are fully representative of the student experience.

M23 The website is very well written in clear accurate language, and is highly accessible to level B1 speakers of English.

M24 There are clear complete descriptions of all courses on the website, including details about entry requirements, course types and content. Information is presented consistently across courses and refers to the length and type of course in relation to course objectives and student progress.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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

P1 Premises are clean, attractive and in a good state of repair and decoration. Thought has been given to making the most of the building and space that is available.

P3 Students use the canteen area and outside space at the back of the school for relaxation. The canteen provides a comfortable welcoming environment and is a very popular space for students to relax.

P4 Food in the canteen is extremely popular with students and many of them eat there. The canteen manager prepares home-cooked dishes every day and is highly responsive to students' likes and dislikes.

P5 Signage is clear and consistent throughout the building. There are visually attractive noticeboards giving useful information, displaying student work and celebrating the school community.

Learning resources	Area of strength
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.	Strength
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.	Strength
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.	Strength

Comments

P7 There are excellent resources available for students in addition to the coursebook which they all receive. There are ample supplementary resources, both digital and book based, that staff can support coursebooks with. Additionally, there is a wide range of books and custom-made resources which can be used for skills and specialist classes.

P9 All classrooms are equipped with interactive whiteboards (IWB) and these are well-maintained by the education technology coordinator and the academic team and are used by all teachers. There is a systematic approach to training in the use of technology to support teaching and learning.

P12 The review and development of resources is embedded into an annual academic review which takes into account teacher and student feedback. New resources are piloted appropriately. Teachers reported that they were very happy with processes in place for the acquisition and development of resources.

Teaching and learning

Academic staff profile	Area of strength
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T3 There is expertise within the team directly relevant to the courses being taught. CPD focuses on specific courses and supports teachers to skill up and gain confidence in areas where they may have gaps in their experience.

T4 The DoS is TEFLQ with extensive teaching and management experience. He is supported by a team of TEFLQ senior teachers who are not formally part of the academic management team, but provide very good support to the DoS and their colleagues.

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

Comments

T6 Timetabling is well organised and structured, and allows for flexibility if late changes to student numbers or expected levels occur. Timetables are made known to staff and students in good time.

T7 Cover is available at all times, through internal arrangements and a list of local cover teachers who have worked at the school previously. Class records, weekly planners and materials are provided for cover teachers, and there is a handover form for teachers to complete and provide for cover teachers, when possible.

T9 Teachers receive excellent ongoing guidance and support led by the DoS, supported by the teaching team. The DoS's desk is situated in the teachers' room, meaning that he is accessible at all times. There is a buddy system in place for newer teachers. All members of the teaching team reported that they felt very well supported by the DoS.

T10 Every teacher is formally observed twice per year, and drop-in observations take place on an ongoing basis. All observations include verbal and written feedback for teachers. Feedback focuses on strengths and developmental targets, and is included in the twice-yearly appraisal meetings.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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

T11 Course design has a clear rationale and is effectively communicated to teachers in a course guidelines document and during induction. Courses are driven by student competencies and progress, and their design is broad enough to be matched to a range of coursebooks and resources.

T13 Students have access to the syllabus, which is displayed around the school and in their classrooms. The syllabus is written in student-friendly accessible language. In addition, teachers write weekly planners which they share with students and refer to during classes.

Learner management	Area of strength
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.	Strength
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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 Progress is tracked through regular testing which is linked to the Common European Framework of Reference (CEFR), an external assessment framework. In addition, students receive a tutorial every four weeks where their progress, tests and targets are discussed and recorded. Leaving certificates include a summary of the students' learning.

T20 The DoS is the official examinations adviser, and is available to provide students with advice, support and information, as well as examination placement tests. In addition, the majority of teachers are experienced in examination classes and are able to offer students excellent advice in regard to their examination options.

T21 End-of-course certificates are given to all departing students and include information about the student's level, attendance and competencies and make reference to the CEFR. Academic reports are available upon request and are detailed, evidence based and professionally presented.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	Morning and afternoon general English and examination classes.

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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.	Strength

Comments

T23 Teachers provided accurate, clear oral and written models of the language. Written models included phonemic features, and oral models included focus on individual words and sounds as well as connected speech. There were effective appropriate explanations of meaning.

T24 All lesson plans included a student profile. Students' needs, styles and cultural backgrounds were taken into account in the planned learning outcomes, activities and in the lesson itself.

T25 Learning outcomes were clearly stated in lesson plans and were referred to in most segments observed. Lessons were very well staged and structured and were made up of a set of activities which led to the learning outcomes.

T26 A wide range of techniques were used appropriately and with confidence. Questioning techniques were used to good effect to consolidate, check and extend learning and understanding, and other techniques were employed highly effectively to meet learners' needs and learning styles.

T27 There was competent use of IWBs in all lessons, and clear boardwork. Materials were adapted to meet the needs of students and were attractive and free of errors. Instructions were generally very clear and checked.

T28 There was very effective and appropriate use of praise. Feedback was used consistently and was embedded within most classes. Feedback was varied according to activities, and there were very good examples of monitoring, one-to-one, small group and whole class correction and teacher input.

T29 The majority of classes consisted of activities with effective short assessment tasks integrated into them. There were some very good examples of reference to language and errors from previous classes.

T30 Teachers were sensitive, encouraging and warm. They provided a challenging, supportive learning environment often using humour. Classes were designed with the students in mind and offered them many opportunities to practise and extend their use of the language.

Classroom observation summary

The teaching ranged from very good to satisfactory against the criteria with most being good or better. Lessons were appropriately planned and learning outcomes were very effectively shared with students. Teachers used a very good range of teaching techniques and managed the resources available to them confidently. Learning was checked well, students received very good feedback, and teachers ensured that students were very actively engaged in all lessons observed. The teaching observed met the requirements of the Scheme.

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.	Strength
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.	Strength
Comments	

W2 There is an emergency plan in place which is known to staff, but it does not include information on handling emergencies for activity leaders and homestay hosts.

W3 Pastoral care is covered very well. Regular meetings with under 18s take place and monthly student tutorials include a pastoral focus. CPD training for staff has included safeguarding and mental health issues.

W8 The majority of the current teaching team are trained in first aid, as well as several members of the management team. Well-maintained and up-to-date first aid and trauma boxes are located throughout the school and advice and guidance on registering with a GP and contacting emergency services is available through a wide variety of sources.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
Comments	
<p>W9 The accommodation visited was of a high standard. Student rooms in homestays, private home accommodation, and student houses were well-decorated and provide a very comfortable environment for students. This was also confirmed by positive feedback from students at the focus group meeting.</p> <p>W11 The school aims to carry out inspections every 18 months. Sampled records of visits on file were complete with the exception of one homestay, who had been hosting a student aged under 18 for over two months that had an out-of-date gas safety certificate. A safety check was carried out and certificate issued shortly after the inspection was completed.</p> <p>W12 Students receive personalised confirmations with a photograph and pen-portrait of homestays. Students are encouraged to contact their hosts in advance and, where possible, video tours are arranged by homestays to show students around their room and other facilities offered.</p> <p>W15 Students in the focus group commented positively about the standard of meals provided. Students with specific dietary requirements are carefully matched with hosts who are able to accommodate their needs.</p>	
<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.	N/a
Comments	
None.	
Leisure opportunities	
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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	
<p>W23 Several staff are available to assist students with advice and guidance on independent travel and local events in the area. Information on things to do in Bournemouth is widely available at the school.</p> <p>W24 A wide variety of activities is available to students and events are well attended. Consideration is given to students aged under 18, as well as separate activities for the 40 plus programme.</p> <p>W25 The programme is well managed and all staff are actively encouraged to lead activities both in the school and on excursions to other parts of the UK. Maps and very good information sheets on places of interest and things to do are provided for all activity leaders.</p>	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, there were seven students aged under 18. During peak periods approximately 30 per cent of the student body are aged between 16 and 17 years.

S2 All staff and homestay providers undertake online basic safeguarding training and the designated safeguarding lead (DSL) provides regular updates. In addition to the DSL, another member of staff is trained to specialist level, and additional members of staff are trained to advanced level. Regular meetings with students take place with the DSL.

S4 While there are clear safer recruitment policies in place, telephone reference requests are not recorded and the single central register is incomplete.

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	1985
Last full inspection	March 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	ITTC
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1979
Ownership	Name of company: BEET Language Centre Ltd Company number: 4341526
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: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	42	155
Full-time ELT (15+ hours per week) aged 16–17 years	7	50
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	49	205
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	16	16
Adult programmes: typical age range	18–50	16–50
Adult programmes: typical length of stay	12 weeks	6 weeks
Adult programmes: predominant nationalities	Swiss, Saudi Arabian, Kuwaiti	Swiss, Italian, Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	18
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	2	

Academic manager qualifications profile

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

Total	1
Comments	
The DoS taught six hours during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	31	7
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	11	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		
	42	7
Overall total adults + under 18s		49