

Organisation name	BLC (Bristol Language Centre)
Inspection date	5–6 June 2018

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 welfare and student services and safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited BLC (Bristol Language Centre) in June 2018. 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 private language school offers courses in general English for adults (16+), for closed groups of under 18s and vacation courses for 13 to 17 year-olds.</p> <p>Strengths were noted in the area of teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

This private school, owned by its founder and managing director, offers full- and part-time general English courses for adults and for closed school groups around the year. Groups may include under 16s and are accompanied by group leaders. In July and August it also offers a junior programme for 13 to 17 year-olds during which, in peak weeks, lessons take place at the City of Bristol College, a nearby further education college. Many adult students following year-round courses arrange their own accommodation, stay with family members, or live and work locally as au pairs.

Over the last two years a number of changes have been made to the company's structure, management and staffing in response to changes in the ELT market and the recommendations of the school's business advisors. In consequence, a number of staff have only recently taken up their posts.

This inspection lasted two days. The inspectors held meetings with the managing director, the centre director, the marketing director, the director of studies (DoS), the operations manager, the centre administrator, the accommodation officer, the social programme co-ordinator, the teachers, and a group of students. They observed all the teachers who were teaching, checked documents and the school premises, and one inspector visited three homestays, a student house and student residence. The other inspector observed the induction and testing of an Italian school group which had just arrived and spoke to their group leaders. The premises used for the junior summer programme at City of Bristol College were not visited. BLC also provides academic management, learning resources and teachers to a summer course organiser at Clifton College, an independent boarding school in Bristol. The summer course organiser is not accredited by the Scheme.

Address of main site/head office

3 Portwall Lane, Redcliffe, Bristol BS1 6NB

Description of sites visited

The school is located in the centre of Bristol in a former industrial building near the docks. It leases the whole of the four-floor building. On the ground floor are a reception, management and student services offices and a student relaxation area. There is also a separate area where the BLC holding company runs, on franchise, a part-time tutoring centre teaching English and maths to local students. On the first floor is a large teachers' room adjacent and linked to the office shared by the centre director and DoS. There are also four classrooms and a corridor with seating. On the second floor are a further six classrooms. The third floor is sub-let to small businesses as serviced offices. A staircase and a lift connect the four floors, with toilets on the ground floor and stairway landings. The tenants of the offices on the top floor enter by a separate side entrance.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 courses of General English (15 hours per week) in the mornings and Intensive English (22.5 hours, mornings and afternoons). It also offers classes in business English and preparation classes for IELTS and other external general English examinations in the afternoons. One-to-one lessons are available on demand. Students aged 16 and 17 must follow the Intensive English morning and afternoon course. There are also 'English for Life and Work' evening classes on one evening a week. Short tailor-made courses for closed groups, usually of juniors from schools, are offered throughout the year. A junior summer programme for students aged 13 to 17 is available in July and August. The closed group and junior summer programmes account for about a fifth of the school's provision.

Accommodation profile

Report expires 31 March 2023

Homestay is offered on a half-board basis for adult students and on a full-board basis (i.e. with packed lunch) for students in groups, most of whom are under 18. Self-catering accommodation in single or twin rooms with shared facilities (shower, WC, kitchen) is available in a student house and in studios (ensuite, with kitchenette) in an adult student residence with a range of communal facilities. The student house and residence are both within 15 minutes' walk of the school; and homestays are no more than 45 minutes away.

Summary of inspection findings

Management

The provision meets the section standard. The management of the school operates to the benefit of its students, and in accordance with its stated goals, values and publicity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning materials 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.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context of the school. Teachers receive sufficient guidance to ensure that they support their students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirement of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure activities are met, and students benefit from generally well-managed student services, including, where offered, out-of-class activities. Some attention to accommodation systems is needed.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities. Some attention needs to be paid to recruitment procedures in relation to homestay providers and school staff.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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.	Not met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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

M2 The school has a business plan drawn up with the help of external consultants and an Organisation Plan for 2018–19. This includes an analysis of its markets, and specifies assumptions, challenges and targets. The managing director has a weekly meeting with her business advisor and strategic meetings periodically with her

management team.

M5 Although students' end-of-course feedback is collected and analysed, at present there is no systematic collection of initial feedback on all services offered. Feedback is not systematically circulated to the teachers.

M6 Minuted meetings of management, student services and administrative staff are held frequently and comments and action points are recorded. These staff also have monthly and quarterly one-to-one meetings with their supervisor, at which achievements, goals and training needs are recorded. In the past, teachers' meetings and development workshops were regularly held and provided a channel for feedback but, because of the change in the market and the company restructure, regular teachers' meetings no longer take place. Feedback from the teaching staff is therefore not systematically collected. (See also comment below under T10.)

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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

M12 There is an effective procedure for monitoring and appraising management, student services and administrative staff, and academic managers and the permanent teacher. Hourly paid teachers receive feedback following their formal observations. However, the Class Observation Record which guides feedback is wholly focused on teaching performance and does not address other aspects of performance.

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.	Not 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

M18 In one record sampled, there was no accessible record of local contact details for the student or for the designated emergency contact. The record simply gave a post code and mobile phone number for the student and a first name and a UK mobile phone number for the emergency contact.

M19 The policy on attendance and punctuality is stated but the wording of the school's attendance policy could be interpreted to mean that 80 per cent attendance is acceptable.

M21 The school's complaints policy and procedure is displayed on noticeboards but the wording would not be easily accessible to less advanced students.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about	Met

the premises, location, and the extent and availability of the services and resources.	
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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's publicity comprises its website and a detailed brochure.

M22 Publicity and other information is essentially accurate and gives rise to realistic expectations, a judgement confirmed by the students the inspectors interviewed. However, the use of 'our' when referring to the studio and residential accommodation used by the school might suggest that the accommodation is wholly occupied by students from the school. The statement that lessons are supported by interactive whiteboards could be understood to mean that every classroom, rather than just three of the ten, is equipped with that technology.

M28 Both the brochure and website describe the teachers as being well qualified, a description not justified by the academic staff profile.

M29 The brochure and website, both of which display the Accreditation Scheme marque, advertise 'online lessons'. The website advertises courses in seven foreign languages. The Accreditation Scheme marque shown is out of date. The website of the separate non-accredited summer course organiser, which runs courses at Clifton College, the nearby independent boarding school, states that its general, intensive and academic English courses 'are provided by Bristol Language Centre (BLC)' and shows the Accreditation Scheme marque and the English UK logo next to the BLC name. The ELT provision at the Clifton College summer course has not been inspected and accredited by the Scheme.

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.	Strength

Comments

P6 The teachers' room is spacious and comfortable, with ample workspace, internet and printing facilities and an adjacent kitchenette. Academic resources are arranged there and the centre director and DoS's office open onto it.

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	Strength

learning.	
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P11 The school has an online learning platform, <i>BLC Anytime</i> , which provides students with individual extra language practice as advised by their teachers. How to use the platform and its possibilities forms part of students' induction.	
Teaching and learning	
Academic staff profile	Met
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
T4 Academic management is provided by the DoS and the centre director, both of whom are very experienced and appropriately qualified and who share an office directly adjacent and opening on to the teachers' room. At peak periods, the academic management team is further strengthened by the appointment of an assistant DoS.	
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.	Strength
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	
T8 Continuous enrolment is promoted to continuing students as making a positive contribution to their class makeup and dynamic. A needs analysis, including self-assessment, is produced for new students at their initial interview and is used to adjust the course content. These analyses and initial placement tests form part of Student Personal Profiles available to teachers in the class files and to students on their <i>BLC Anytime</i> platform pages. New students are encouraged to attend the free weekly conversation classes to integrate them with other students as soon as possible.	
T9 Although at present there are no regular teachers' meetings, the inspectors saw, and the teachers confirmed, that they receive a very good level of support appropriate to their individual needs from the DoS and former DoS, who is now the centre director. She and the DoS provide guidance and support to individual teachers as requested or when need is perceived.	
T10 Although records showed, and the teachers confirmed, that they had all been observed recently by an appropriately qualified observer, the school's observation policy does not specify how frequently the formal observation of regular teachers will take place. The teachers' section in the <i>Staff Handbook</i> simply states that 'Teachers are observed on a regular basis', adding that new teachers should expect to be observed within the first two weeks.	
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.	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.	N/a
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.	Strength

Comments

T16 Strategies to help students to develop their language skills outside the classroom and benefit from their stay in the UK include free weekly conversation classes, homework tasks from their coursebook and the *BLC Anytime* learning platform, teachers' highlighting the potential of smart phones as a learning tool, recommendations during tutorials on books to read and films to watch, an early morning text message sent out daily with a language puzzle or quiz which is discussed in the first lesson after the morning break, and individual homework tasks using speech recognition software.

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.	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.	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

T18 There are weekly class progress tests. Students have initial and then monthly tutorials using a pro-forma which includes self-evaluation and which are recorded on the *BLC Anytime* learning platform and also emailed to teachers. There are fortnightly whole-class feedback sessions, before which the students are encouraged to reflect on their individual progress, achievement and further practice needs.

Classroom observation record

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	Morning and afternoon lessons in general English and examination preparation.

Comments

One teacher was observed twice in order to sample the provision as widely as possible. One of the inspectors also saw two other teachers carrying out the induction and testing of a group of Italian students who had arrived for a week's course on the second day of the inspection.

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.	Strength
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.	Strength
T27 Teachers promote learning by the effective management of the classroom	Strength

environment and resources.	
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.	Strength

Comments

T23 Teachers gave clear, prompt explanations of vocabulary items and their use, highlighted collocations and parts of speech, and focused students' attention on word stress. The examples that teachers provided were generally well chosen and relevant, most teachers modelled the spoken language clearly, and all were skilful at adapting their own language to the level of their students.

T24 The content of lessons and language practice activities were well matched to the learning needs and objectives of the students. Lesson plans included good, thoughtful class profiles and evidence of differentiation in response to individuals.

T25 Lessons led through logical progressions to the intended learning outcomes. Lesson content was explained to students and usually written on the board, but in a small number of cases was not expressed as intended learning outcomes that students could understand and check they had achieved.

T26 A range of appropriate teaching techniques was observed including effective elicitation and prompting, drawing on students' existing knowledge of language and the world, students' contributing to boardwork, exercises against a deadline and word games.

T27 There was firm, clear classroom management, competent, well-delivered use of the coursebook, and well planned and effective use of the whiteboard, including the purposeful use of colour, and notes and useful examples that students could easily transfer to their own notebooks.

T28 There was encouragement and some correction in all the classes observed, but in a small number of classes more prompting of self-correction could have benefited the students.

T29 Lesson plans usually included or led to tasks that gave students an opportunity to use the language that had been introduced and practised, but in a few it was not clear how the teacher intended to evaluate the achievement of learning outcomes.

T30 In all the lesson segments observed, the students were fully engaged in the work and enjoying the lesson. In most cases, a good pace was maintained. Teachers were encouraging, patient and alert to students' contributions, and achieved a purposeful, collaborative atmosphere in their classrooms.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with most lessons being good or very good. Knowledge of the linguistic systems of English was sound and teachers provided clear explanations and examples. The content of the lessons was directly relevant to the needs and backgrounds of the students. Teaching techniques and effective management of learning activities maintained a high level of student engagement. Appropriate feedback was provided in most classes and teachers' sensitivity to the students' 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.	Not 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.	Met

Comments	
W1 There are appropriate safety and security measures for the premises and the floors occupied by the school. However, risk assessments need to take account of the fact that a central staircase gives access to the premises from the third floor, which is let to other companies.	
W2 No emergency plan exists.	
W3 The member of staff responsible for welfare is introduced to students at induction and her role is also stated on posters. Tutorials have a pastoral dimension and any issues relevant to welfare are noted on the database.	
W4 The written statement for students would not be easily accessible to those with limited language proficiency; however, the policy is also presented in posters and explained at induction.	
W7 Basic information is provided in the student welcome pack, in a folder next to reception, and in <i>BLC Anytime</i> . More information, especially on medical and dental treatment and entitlement to these services, needs to be disseminated directly to all students.	

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	
W11 Some of the homestays shown as active on the database have not been inspected within the last two years. The inspection checklist covers fire safety measures such as smoke detectors but hosts are not informed that it is a legal requirement to carry out a fire risk assessment. At the time of the inspection two under 18s had been placed with one host despite concerns about the suitability of the house (size of bedroom, safety considerations).	
W13 Although student feedback on individual homestays is not recorded as a matter of course, evidence was seen that issues and action taken are logged when a case is seen as serious.	
W14 At present, homestay providers may receive a number of different and sometimes overlapping documents. There is a need to consolidate these.	

<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 section 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.	Not met

Comments	
W21 Information and advice are available on request.	
W22 Both types of residential accommodation are visited regularly, but the school does not actively monitor this	

accommodation in respect of safety and security and no records of these visits are kept.

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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W26 The risk assessments seen did not include guidance on how to act in an emergency.	

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.	Not 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	

Under 18s are usually in an accompanied group of 20–30 on courses of one to two weeks' duration. A group of 31 arrived during the inspection. Independent students aged 16–17 are admitted to adult courses, but there are normally no more than three on adult courses at one time. At the time of the inspection, one 15 year-old student was taking a one-to-one course to prepare him for entry to a British school.

S1 The policy is generally comprehensive but does not include guidance on handling delayed suitability checks or specify that, when relevant, reference requests should ask about suitability to work with under 18s.

S2 The designated safeguarding lead, her deputy and two designated safeguarding persons have all had certified training at specialist level. All staff are required to show that they have completed an online basic awareness course.

S4 DBS checks had not been completed for some homestays in which under 18s were accommodated at the time of the inspection. In homestays where the main carer has a DBS check, checks on other adults have not been carried out. Oral recommendations (rather than references) had been obtained for some recently recruited homestay providers; for others, no reference was on record.

S5 At times when groups of under 18s share the premises with adults, the juniors are allocated to a separate floor of the building but share toilets. Group leaders supervise their students during breaks and members of the school staff actively assist in their supervision.

S7 Students under the age of 18 are required to live in homestay or with family members/a UK guardian. The 15 year-old student referred to above was living with a guardian who had been registered as a foster parent.

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	2006
Last full inspection	July 2014
Subsequent spot check (if applicable)	February 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2004
Ownership	Name of company: Bristol Language Centre Ltd Company number: 5044062
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 and not visited	City of Bristol College, St George's Road, Bristol BS1 5UA. Used early July to early August, with a predicted six to eight rooms and teachers.

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	14	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	43	20
Part-time ELT aged 16–17 years	28	35
Part-time ELT aged under 16 years	1	88
Overall total ELT/ESOL students shown above	86	161
Junior programmes: advertised minimum age	13	13

Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian	Spanish, Italian
Adult programmes: advertised minimum age	18+ (16 for Intensive English)	18+ (16 for Intensive English)
Adult programmes: typical age range	19–25	19–25
Adult programmes: typical length of stay	3–4 weeks	3–4 weeks
Adult programmes: predominant nationalities	Spanish, Italian, Swiss, French	Spanish, Italian, Swiss, French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	12
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
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	0
Total	2
Comments	
Neither of the academic managers was scheduled to teach during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
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
Arranged by provider/agency		
Homestay	14	27
Private home	0	0
Home tuition	0	0
Residential	7	0
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

Arranged by student/family/guardian		
Staying with own family	1	1
Staying in privately rented rooms/flats	35	0
Overall totals adults/under 18s	58	28
Overall total adults + under 18s	86	