

Organisation name	Bournemouth City College
Inspection date	27–28 May 2026

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 safe, 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.	N/a

Recommendation
We recommend accreditation with a spot check in the first 12 months. Evidence must be submitted within three months to demonstrate that weaknesses in P1, D1, W1, and W9 have been addressed.

Summary statement
The British Council inspected and accredited Bournemouth City College in May 2026. 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+) as well as foundation courses for higher education. The inspection report stated that the organisation met the standards of the Scheme.

Introduction
Bournemouth City College (BCC) was founded by the managing director (MD) in 2007 and moved to its current premises in 2024. For a period, the school offered courses to both adult learners and junior closed groups, but in 2025, the decision was taken to focus solely on adult learners. The inspection was carried out by two inspectors and took place over one and a half days. Meetings were held with the MD, director of studies (DoS), the office/welfare manager (OWM), the accommodation/health and safety manager (AHSM), and the accommodation assistant. Separate focus group meetings were held with students and teachers. The three teachers timetabled in the week of the inspection were observed by each inspector. One inspector spoke on the phone with the student residence, which had been visited by the same inspector the previous year.

Address of main site

44-50 Old Christchurch Rd, Bournemouth BH1 1LN

Description of sites visited

BCC occupies three floors of an office building in central Bournemouth. The school has its own secure entrance on the ground floor, and the reception/administrative office is located on the first floor, along with one classroom. There are two single-occupancy toilets on the second floor, as well as a student lounge. The academic office is located on the third floor along with three further classrooms and a kitchenette.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

BCC offers year-round general English courses for between 15 and 30 hours per week. General English courses can be combined with exam preparation courses. At the time of the inspection, an IELTS preparation course was being run along with General English. BCC also offers foundation courses for higher education, but none were running at the time of the inspection.

Management profile

The MD is responsible for the overall running of the school and is assisted by the OWM and AHSM. The DoS manages the teaching team.

Accommodation profile

The school offers accommodation in a student residence and a hotel. Both accommodation options are owned and managed by third parties and the school books rooms as required. The residence is 10 minutes' walk from the school, and the hotel is 8 minutes' walk.

Summary of inspection findings**Management**

The provision meets the section standard. Strategic management systems are mostly satisfactory, but a thorough review of processes with a view to continuing improvement is not in place. Staff management and development is effective, and student administration is well managed with a high level of customer support. Publicity provides a fairly accurate picture of the school.

Premises and resources

The provision meets the section standard. The premises provide a bright and welcoming environment, although some third-party accommodation had not been risk assessed prior to students being placed there. Learning resources are appropriate to the courses on offer.

Teaching and learning

The provision meets the section standard. The academic staff profile is entirely appropriate in terms of qualifications and experience, and academic management systems are mostly satisfactory. Course design is mostly

suitable, but a systematic focus on study and learning strategies is missing. Learner management procedures are effective. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Student needs for security, pastoral care, information, accommodation and leisure activities are largely met, although there are weaknesses in the critical incident plan and accommodation systems.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to Declaration of legal and regulatory compliance which the provider has been asked to follow up.

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.	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.	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.	Not met

Comments

M6 Although evidence was seen that staff feedback is received, and inspectors heard about action taken, no record of this action taken is recorded.

M7 No evidence was seen of a systematic review of systems and processes, and no record of action taken in response to such a review was in place.

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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

All criteria in this area are fully met.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Students receive a high level of personalised customer service. This was clear from speaking to students as well as in recorded feedback.

M19 Students are made well aware of conditions under which they may be asked to leave through induction material, handbooks, and notices around the school. There is an effective staged process in place which allows for improvement or appropriate sanctions.

Publicity	Met
M21 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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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.	N/a
M26 Publicity gives an accurate description of any accommodation offered.	Not met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, brochure and a number of social media channels. The website is considered the main form of publicity.

M26 The information on accommodation was missing details on services offered, such as cleaning and the provision of bedding and towels, is also missing. This was amended during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments	
P1 General risk assessments for a hotel offered as student accommodation were not seen.	
P2 The premises are bright and welcoming, in a very good state of repair and spotlessly clean.	
P4 Students benefit from a spacious lounge area with comfortable seating as well as reading materials.	
Learning resources	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All relevant criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. Teachers are appropriately qualified and have a range of experience.	
The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The policy is appropriate to the profile of the small teaching team.	
Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T5 Cover for absent teachers is very good. The DoS is not usually timetabled, and a new cover teacher has recently been recruited. In addition to this, the office manager is also qualified to cover lessons.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Course design is largely coursebook based, but there is no systematic inclusion of study and learning strategies.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T16 Records of test results were seen as well as tutorial records. However, the tutorial records do not refer to test results and students do not receive a copy.	

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English and IELTS Preparation
Comments	
All teaching was face-to-face.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Not met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength
Comments	
T19 Clear and accurate models of spoken and written forms were given in most segments seen, and overall, a sound understanding of language systems was evident. Students benefited from useful explanations and relevant examples in the majority of cases.	

T20 No student profiles were provided, but the content of the lessons was generally suitable. All students conduct a needs analysis interview before starting their courses, but this information is not given to teachers.

T21 Learning outcomes were generally expressed as teaching aims rather than student outcomes. The staging of the lessons was suitable in group classes, but in one-to-one situations, this was less well managed

T22 A suitable range of effective teaching techniques was seen, including elicitation, drilling of new language, nomination, and checking of concepts as well as instructions. In isolated cases, unnecessary echoing of students' responses by the teacher was seen as well as students being asked to read sections from the coursebook for no apparent reason.

T23 The classroom environment was managed well. Board work contained parts of speech and stress, with some good use of colour. Resources and technology were managed effectively, and interaction was student-centred.

T24 Instances of on-the-spot error correction were seen, and the praise of good language use was suitable.

T25 Teachers provided opportunities for students to demonstrate their understanding of recently learned language, mostly through the short checking and production tasks, and we also saw effective reference to learning from previous lessons.

T26 In all cases, teachers promoted a warm and positive learning environment with good voice projection, and students remained engaged throughout. Teachers exploited opportunities to personalise effectively, and students' responses were actively listened to and acknowledged.

Welfare and student services

Care of students	Met
W1 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
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 Although there is a plan to respond to any emergency in place, it lacks information on procedures to follow when students are off site.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Not met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

W7 The residence provides a suitable living environment for students. Inspectors were not made aware that the hotel was used until the inspection was under way so no comment can be made on it.

W9 The hotel used by the school was not inspected for safety and suitability prior to students being placed there.

W12 The residential accommodation provider has not received written confirmation of the rules, terms and conditions applied by the school.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a
W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

All relevant criteria in this subsection are fully met.

Leisure opportunities	
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

All criteria in this subsection are fully met.

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 It became apparent during the inspection that photocopying of coursebook material exceeds the limits of the photocopying licence.

Organisation profile

Inspection history	Dates/details
First inspection	2020
Last full inspection	2025

Subsequent checks/visits (if applicable)	2026
Current accreditation status	Accreditation suspended
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	2007
Ownership	Name of company: Bournemouth City College Limited Company number: 06304701
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	None

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	9	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	9	40
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	24 weeks	8 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudia Arabian, Italian
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: typical length of stay	0	0
Junior programmes: predominant nationalities	0	0

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0

Total	1
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Comments

At the time of the inspection the DoS was covering 18 hours of lessons. The DoS is not usually timetabled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	1
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	2

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	0	0
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	8	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	9	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, D1, W1, and W9 have been addressed.