

Organisation name	BSC Brighton
Inspection date	31 October – 1 November 2023

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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited BSC Brighton in November 2023. 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 (18+) and young people (16+) and for closed groups of under 18s (12+).</p> <p>Strengths were noted in the area of learner management.</p> <p>The inspection report stated that the organisation met the requirements of the Scheme.</p>

Introduction

BSC Brighton forms part of the BSC Education group with accredited schools in London, Manchester and York and an unaccredited centre in Edinburgh. The group also holds separate accreditation for Young Learners English language courses. The previous school located in Brighton was closed in 2020. A new company was formed in 2020 and the current Brighton centre was opened in April 2022. The relaunched school had a new manager, was located in different premises close to the main train station, and with accommodation provided for students by two external agencies. At the time of this first inspection of the new Brighton centre, the school was accredited by extension of the London school. All schools within the group are supported by functional specialists within central teams, such as sales, admissions and accommodation, finance, and people and performance.

The inspection lasted one and a half days during which time the two inspectors held interviews with members of the head office staff including the managing director, the director of academic strategy, the group academic director, the compliance and safeguarding manager, the manager of operations for adults, the marketing director, the people and performance director and the director of sales and student services. Meetings were also held with the Brighton school college manager and the student experience facilitator (SEF), and separate focus group meetings were conducted with the two teachers and the students. Both inspectors toured the premises and one of them held a remote interview with a representative of the external agency providing homestay accommodation to students. Both teachers were observed twice.

Address of main site

Vantage Point, New England Road, Brighton and Hove, Brighton BN1 4GW

Description of sites visited/observed

The school is located on the seventh floor of a commercial building accessible by a lift and stairs. Facilities include a BSC office for support staff, six classrooms, a welcome hub with a reception area and office, and a kitchen area. One of the classrooms is currently used as a quiet room. The rest of the seventh floor is occupied by a global examinations services company.

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 checked="" 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 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 provides general English lessons in the morning and the afternoon. Other courses offered but not running at the time of the inspection include: examination preparation, closed groups to young learners (minimum age 12), skills for success courses, one-to-one lessons, and an English for art and culture programme. In 2024 the school will also offer an English for prompt engineers course and an occupational English course for health professionals.

Management profile

The college manager, who reports to the operations manager (adults), acts as both the general and the academic manager and is supported in the centre by the student experience facilitator (SEF), as well as by central staff.

Accommodation profile

Students are accommodated in homestay and residential accommodation with a small number of students requesting hotel rooms. The school works with two accommodation agencies registered with the British Council. One agency provides homestays within a 30–50-minute journey via public transport, and the other offers residential accommodation for students aged 18 and above within a 20-minute walk to the school. At the time of inspection there was one student in homestay and three students staying in the student residence.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. Staff management generally works well as does student administration. There were a number of issues with publicity, most but not all of which were subsequently addressed.

Premises and resources

The provision meets the section standard. The premises generally 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.

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. Teachers receive good 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 met the requirements of the Scheme. *Learner management* is an area of strength.

Welfare and student services

The provision meets the section standard. Arrangements are in place to ensure that the students' needs for security, pastoral care, information and leisure activities are met. Students benefit from student services, including out-of-class activities and suitable accommodation.

Safeguarding under 18s

The provision meets the section standard. The arrangements for the safeguarding of students aged under 18 during lessons, activities, excursions, free time and in their accommodation are satisfactory. However, there are some issues connected with staff recruitment which need to be addressed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	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.	Not met
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.	Met

Comments

M1 The BSC mission, vision and values are widely distributed to staff through a number of channels, such as their inclusion in job descriptions, inductions, the team handbook and on posters. There was evidence that the mission and values were integral to the working of the organisation.

M4 Communication works very well within the school and with the wider organisation. All Brighton staff attend minuted weekly meetings; they feel informed about developments and receive all-company monthly updates. Meetings at all levels of the organisation take place frequently and are minuted. Members of the senior leadership

team regularly visit the centre.

M5 Although there are procedures for collecting written initial and leaving feedback from students, the mechanisms for obtaining end-of-course surveys are inadequate, and a very small number of them had been collected before the inspection.

M6 Staff feedback is gathered through a variety of effective channels that include: meetings, appraisals and a staff survey. Action taken is recorded.

Staff management and development	Met
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.	Not 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 The organisation has a wide range of up-to-date HR policies and procedures. Staff are given a team handbook; there is a clear mental health statement that covers staff, and the college manager has completed a mental health first aider at work course.

M10 Although recruitment procedures are generally appropriate, there were not two references on file for BSC Brighton staff.

M11 Induction procedures are thorough and are linked to detailed six-month probation reviews for which clear objectives are set and monitored.

M12 Staff benefit from detailed annual reviews that reflect on previous performance and outline future training opportunities and objectives.

M13 There are a large number of professional development opportunities available to staff both within the centre and at the organisational level. Regular academic sessions for teachers take place, and funds are available for helping them upgrade their qualifications. The college manager has recently added to his qualifications by taking a sector-specific course in managing student experience.

Student administration	Met
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.	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

M14 Past and present students were clearly very happy with the helpfulness and friendliness of BSC Brighton staff.

M18 Although emergency contact details are collected, this information did not always include whether or not the person spoke English.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

At the time of the inspection the school was moving from one website to another, and publicity also included a Brighton factfile, a price list, a BSC Education companywide prospectus and social media sites.

M22 Both websites included claims that Brighton was voted the 'safest' or the 'most peaceful city in the UK', which could not be substantiated. Distances from the school to various parts of Brighton were inaccurate on both websites. These issues were addressed at the time of inspection and are no longer points to be addressed.

M25 Most prices are covered in the publicity, but not the approximate cost of any leisure activities not included in course fees.

M26 Publicity does not make sufficiently clear the level of support and supervision given to students under the age of 18.

M27 Some of the publicity did not make clear that the accommodation offered is arranged by external agencies. The publicity was subsequently amended and this is no longer a point to be addressed.

M28 Comments on both websites inaccurately referred to teachers as 'fully-qualified' or 'expert tutors'. These comments were amended and are no longer points to be addressed.

Premises and resources

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

P1 The premises are generally in a good state of repair, although there are insufficient toilets for under 18s. One closed group of 40 students had shared one disabled toilet.

P2 Classrooms are bright, airy and spacious with glass walls between them.

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.	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.	Met

Comments
P9 The education technology, which includes interactive whiteboards and physical whiteboards in all classrooms, is very well maintained and on-site IT support staff efficiently resolve any issues. Teachers are well trained in how to use digital resources. <i>MyBSC</i> , the student learning platform, is also well supported by the software supplier.

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 The college manager is TEFLQ, holds a diploma-level ELT management qualification, and has extensive and relevant experience as an academic manager. He is supported when required by TEFLQ academic managers in head office.

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.	Not met
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.	Met

Comments
T7 During the busy summer period, the cover arrangements were inadequate with the college manager having to teach a full teaching load for several weeks in addition to his management responsibilities.
T9 At the time of the inspection, in the autumn, teachers were highly appreciative of the ongoing daily support that they were receiving from the non-teaching college manager.

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.	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.	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
T11 The stated principles behind course design are clearly described in the institutional and educational ethos statement. There are detailed syllabuses and weekly schemes of work at all levels that link outcomes to lesson

content and specific learning resources.

T16 The school provides a good range of clubs that enable students to practise their English outside the classroom, as well as through homework, class trips and social activities.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength

Comments

T17 Placement procedures are thorough and include on-site speaking interviews and detailed individual needs analyses for all students.

T18 There are comprehensive procedures for monitoring and recording student progress that include: formal weekly testing through MyBSC, the learner online study platform, and monthly tutorials.

T20 Students are provided with easy access to information and advice about relevant examinations and preparation courses through a variety of channels. Formal advice is offered by the experienced college manager and the students are made aware of the global exam services company across the corridor from the school.

T21 All students receive certificates of attendance and detailed academic reports that include reference to language ability, teacher comments and study plans.

T22 The availability of advice is clearly indicated to students, and one-to-one meetings can be set up with the organisation's academic pathways manager.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English lessons at two levels

Comments

One of the classes was a one-to-one lesson.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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 displayed sound knowledge of the linguistic systems of English and gave generally clear explanations of grammar and lexis, although occasionally these were too complicated for the level of the class.

T24 The content of lessons was largely based on the specific needs of the learners in the classes observed.

T25 Lessons had appropriate learning outcomes and were linked to relevant class activities.

T26 Teacher use of techniques, such as elicitation, questioning, nomination, varied from a large to a narrower range, but overall was satisfactory.

T27 The quality of the management of the learning resources used varied from one class to the other with the overall standard being satisfactory.

T28 Teachers very closely monitored the performance of students and gave timely and constructive feedback on both pronunciation and grammatical errors using a range of correction techniques.

T29 Student learning was satisfactorily checked through short tasks that formed part of classroom activities.

T30 There was a positive learning atmosphere in both classes observed, with students fully engaged in classroom activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being met satisfactorily. Lessons were appropriately planned with the needs of students taken into account in the choice of lesson content. Teachers used a range of techniques and corrected student output effectively. There was a positive learning atmosphere in all parts of the lessons observed.

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.	Strength
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.	Strength
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

W2 There are comprehensive plans to respond to any emergency both on and off-site, and staff and students are made aware of the relevant parts of these. Information and advice are given as appropriate to all staff and students during their induction.

W3 Pastoral care is excellent with appropriately differentiated procedures to support students with specific welfare and educational needs. Concerns with student well-being and mental health are reflected in the presence of specifically trained members of staff.

W4 All policies are detailed and comprehensive. As well as relevant information being provided to students during their induction and via poster displays, they also have access to the policies before they arrive.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
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.	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	Met

services.	
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W10 Overall, the residential accommodation offered is satisfactory and routinely monitored, although there have been issues with the reliability of some of the services provided.	
Accommodation: homestay only	
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.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this subsection are fully met.	
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.	Met
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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W24 Students are asked during their needs analysis as part of their first-day induction about their interests, hobbies and anything they would like to experience in Brighton. This is reported back to the SEF and helps personalise the activities programme for the current students. In addition, leisure programmes are fully tailor made for closed groups.	
W26 There are well-designed written risk assessments, which are completed for every activity and off-site visit. These are reviewed and updated, and form an important part of the briefing of any staff involved.	

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.	Strength
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.	Met
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

There were no under 18s studying at the school during the inspection. Students aged 16 and 17 are accepted on adult courses. Closed groups of juniors with group leaders are also accepted.

S1 The safeguarding policy is a comprehensive, accurate and very well-written document with evidence of specialist input.

S4 Although most safer recruitment procedures are met, there are members of staff with only one reference on file.

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	October 2023
Last full inspection	N/a
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 by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	BSC London, BSC Manchester, BSC York, BSC Education Young Learners
Other related non-accredited schools/centres/affiliates	BSC Edinburgh

Private sector

Date of foundation	2020
Ownership	Name of company: BSC Education Ltd Company number: 12655362
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
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Details of any additional sites not in use at the time of the inspection	N/a
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Student profile	At inspection	In peak week (2023): July
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	6
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	40
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	4	46
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Estonian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	21–65	30
Adult programmes: typical length of stay	4 weeks	3.5 months
Adult programmes: predominant nationalities	Saudi Arabian	Japanese, Kuwaiti, Saudi Arabian, Thai

Staff profile	At inspection	In peak week
Total number of teachers on eligible ELT courses	2	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	4	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	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	1	0
Private home	0	0
Home tuition	0	0
Residential	3	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	4	0
Overall total adults + under 18s	4	