

Organisation name	British Study Centres London
Inspection date	8–9 February 2022

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

Recommendation
We recommend the period of suspension may now be ended and accreditation continued until the next full inspection, which falls due in 2026. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, S1 and S6 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited British Study Centres London in February 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) in school premises.</p> <p>The inspection report noted a need for improvement in the area of course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

British Study Centres London is part of the British Study Centres (BSC) group of schools. Prior to the pandemic BSC comprised six adult language centres and one young learner centre in the UK. The company also ran seasonal vacation courses in other UK locations. The company went into liquidation in March 2020, and a new company was formed to continue the BSC brand. Accreditation was suspended pending an inspection of BSC head office and the remaining language centres; BSC London is now one of three year-round language schools. BSC London offers open enrolment courses all year round as well as closed group courses on demand, in premises it shares with another accredited language centre that has a similar student profile.

The inspection, which was conducted remotely, took a day and a half over two days. The inspectors held meetings with the managing director (MD), the director of operations (DOO), the director of studies (DoS), the assistant director of studies (ADoS) and the head of admissions and accommodation (HAA). A focus group meeting was held with a group of teachers, and another with a group of students. Six teachers were teaching during the inspection and each was observed once by one inspector. A live virtual tour of the premises was organised. One inspector spoke to a representative from the registered homestay provider and with a representative from the residence used by the school, which included a virtual tour.

Address of main site

1–2 Bear Gardens, London SE1 9ED

Description of sites observed

The school occupies space in the premises of another accredited provider, located on a quiet street two minutes' walk from the banks of the river Thames and within easy access of several major tourist sites. The premises are owned and managed by a hotel which occupies the second and third floors of the three-storey building as well as the adjacent property. The schools occupy the ground floor reception area with two small office spaces, one of which is used by the BSC academic management team and the other for sole use by the other provider. The reception area, which is not staffed by BSC staff, leads directly upstairs to a mezzanine floor of seven classrooms which BSC lease according to the number of students registered each week. A staircase leads downstairs from reception to the lower ground floor which houses an additional five classrooms which are used by the main provider of the premises. This area also comprises an open-plan student lounge/study area containing a kitchen and five single-occupancy toilets. This area is shared by staff and students from both schools.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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

Year round the school offers General English courses for adults and young people (16 and 17 year-olds) as well as closed group courses, one-to-one lessons, Business English and examination preparation courses.

Management profile

The day-to-day management of the school is overseen jointly by the DoS (who currently works remotely for three or four days per week) and the ADoS who is permanently based at the school. They share responsibility for the teaching team and the DoS reports to the DOO of the group at head office.

Accommodation profile

BSC London uses a British Council-registered agency for the provision of all homestay accommodation. In addition to homestay, the school has an allocation in a student residence in south London. The allocation comprises a cluster of six rooms, all ensuite, with a shared kitchen diner. The kitchen is fully equipped, and there is a TV in the diner as well as in each bedroom. The residence also offers a wide range of facilities, including a gym, games room, and communal areas with free hot and cold drinks available all day. Breakfast is provided. Further study and dining rooms can be booked for a fee and there is a laundrette on site.

Summary of inspection findings

Management

The provision meets the section standard. There is a clear statement of goals and values, and enrolment procedures are appropriate with the exception of the recording of local contact details for students. Job descriptions do not currently reflect the true extent of the roles. Publicity is attractive and easy to navigate, but a number of issues were identified, some of which were addressed during the inspection.

Premises and resources

The provision meets the section standard. The school premises provide a suitably comfortable environment for staff and students for both study and relaxation. There is an adequate range of resources for teachers.

Teaching and learning

The provision meets the section standard. The profile of the academic team is suitable, but insufficient guidance is available to teachers on continuous enrolment and learner training. There is a lack of support for teachers regarding course design and learning outcomes are not available to students. However, guidance is offered to students wishing to follow examination courses or enter mainstream UK education. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. Staff are very attentive to the pastoral needs of their students, but the emergency plan is lacking in detail. There are no inspection records for the student residence, but information provided to accommodation providers is of a high standard. Students receive satisfactory information on cultural and social opportunities in the local area, and the social programme provides a wide range of appropriate activities.

Safeguarding under 18s

The provision meets the section standard. There is a lack of clarity regarding safeguarding policies, but training for all staff is appropriate and well managed. Supervision both during scheduled activities and outside of them is generally effective, but systems for assessing overnight stays are incomplete. Accommodation provision by the homestay agency is good, and systems for ensuring 24 hour contact between the school and parents/guardians are effective.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *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.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
M1 There is a very clear statement of the organisation's goals and values which is clearly communicated across the company website, staff handbooks and in the staff induction presentation. There is evidence that staff were involved in the creation of these values.	
Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not 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	
M9 Job descriptions do not currently reflect the scope and range of responsibilities of the post holders. M11 While induction procedures for academic staff are satisfactory, systems are not currently in place for the induction of administrative staff.	
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 Sampled records of local contacts were incomplete and contained errors in the recording of information.	
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

Publicity comprises a website with a number of downloadable fact files. There are also a number of social media channels. The website is the main form of publicity.

M22 The website provides generally accurate information about the school, but the description of facilities could lead to the impression that the school has sole occupancy of the premises and the total number of classrooms it holds.

M25 A minor cost associated with accommodation was not available on the website or fact sheet. Costs of the leisure programme are not made clear. This was addressed during the inspection and is no longer a point to be addressed.

M27 Information on accommodation does not include that there will be no more than three other students staying with a homestay.

Premises and resources

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

Comments

All criteria in this subsection are fully met.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this subsection are fully met.

Teaching and learning

Academic staff profile	Met
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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 academic management team are both suitably qualified and have extensive experience in a range of teaching and academic management contexts.

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.	Not met
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 Insufficient guidance is available for teachers on how to successfully integrate new students into class and how to ensure existing students remain motivated during these phases of a lesson.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 While the general English syllabus provides guidance for teachers on most aspects of course design, there is no support for the planning and delivery of either the speaking and listening courses or the skills courses that are run.

T13 Weekly plans serve as a guide for teachers but students are not made sufficiently aware of them, and learning outcomes are not made explicit.

T15 Learner strategies are included in the general English syllabus but teachers do not receive guidance on how to include these in this or other courses offered.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T21 All students receive a detailed academic report and certificate upon successful completion of their course.
T22 Due to BSC's university pathways programme, the school is well placed to provide expert advice on progress to mainstream UK education.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All

Comments

None.

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.	Strength
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.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers produced accurate and natural models of spoken and written form and provided good explanations of grammar and vocabulary. In the majority of segments models included parts of speech and attention was paid to syllabus stress and contracted forms.

T24 Lessons were generally well planned and most included detailed student profiles and anticipated problems and solutions. Lesson content was appropriate to student needs and this was further facilitated in the majority of segments by adapting materials to ensure maximum interest. In isolated cases class profiles were not available and lessons relied heavily on coursebook material.

T25 Lessons followed a logical and coherent sequence of activities. Reference was made to previous learning and outcomes were generally clearly expressed, although in isolated cases plans focused on teaching aims rather than learning outcomes.

T26 A range of appropriate teaching techniques was observed. Teachers elicited target language confidently, and gesture and mime were employed to good effect. There were some good examples of nomination, prompting and concept checking, and controlled oral practice at both single word and sentence level was observed in several lessons. However, in isolated examples complex instructions were not checked and occasionally individual students were allowed to dominate.

T27 IWBs were used confidently in all classes and in better segments helped lift the coursebook from the page. Teacher-created materials were well presented and employed good use of colour to identify features of a text. Student interactions varied in most lessons, including encouraging students to use the IWBs. Social media was used effectively to increase student interest and coursebooks were generally exploited very well.

T28 Teachers employed a range of correction techniques effectively, including self and peer correction. Student activities were monitored efficiently and led to on-the-spot correction as well as delayed feedback, and praise and encouragement were given appropriately. In some lessons, there were occasional missed opportunities for error correction, however.

T29 Lesson plans were well staged and activities to check that learning was taking place included reviewing language taught in previous lessons and using productive tasks to check students' use of new language in a number of contexts.

T30 Teachers created a positive learning atmosphere on the whole. Students were clearly motivated and engaged, working well in pairs and small groups. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm, although in weaker segments teachers were somewhat static throughout the lesson. In better segments activities were personalised and teachers were encouraging, calm and supportive.

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 satisfactory. Teachers demonstrated sound knowledge and awareness of the use of English and provided appropriate models. Lessons were clearly staged and, in most cases, took the needs of the students into account. A range of appropriate teaching techniques were employed, error correction was consistent, and lessons were staged to allow for purposeful feedback on the completion of tasks. Classroom resources were well managed, technology was used with confidence and materials were handled creatively. A positive learning atmosphere was observed and students were engaged and clearly motivated throughout.

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

W2 The emergency plan does not provide clear channels of communication and responsibility or specific plans such as 'lockdown' procedures in the event of an intruder.

W3 Systems for providing pastoral care are very good. Initial checks on student satisfaction and welfare are conducted in person by welfare staff. All students spoken to commented favourably on the individual support they receive and the general approachability of all staff.

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.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
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 Although a virtual inspection of the residence was conducted by a member of head office staff prior to students being placed, there were no records of this inspection.

W12 Students receive personalised confirmations of accommodation booked with a pen portrait and photos of their homestays along with detailed travel information. Residence confirmations also contain detailed travel information and both confirmations are accompanied by useful fact files on the accommodation booked.

W14 The conditions are confirmed with every new booking. Special requirements are made known and discussed with the homestay hosts, who also receive their students' school itineraries.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W21 There are no formalised systems or documents for providing advice and support with regards to the renting of private accommodation, despite a large number of their students choosing to do so.

W22 No alternative accommodation is recommended for BSC London.

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.	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The leisure programme offers a good balance of both cultural and social activities and thought is given to the needs and interests of both new and long-term students. Student feedback was very positive on this aspect of their experience both in the focus group and from recorded data.

Safeguarding under 18s

Safeguarding under 18s	Met
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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.	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.	Not met
S7 There are suitable arrangements for the accommodation of students.	Strength
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

BSC London accepts 16 and 17 year-olds on adult courses; in the last year, they have had one such student at the school. The school has also accepted a 15 year-old who was travelling with their parent; the 15 year-old was taught on a one-to-one basis and was accompanied by their parent at all times outside lessons.

S1 There are a number of different safeguarding policies in place with the potential for confusion and delays in accessing crucial information.

S2 The formal training for all staff is good and is further supported by in-house training material including a quiz to ensure all staff members are aware of their responsibilities as well as key points of the safeguarding systems in place.

S6 The school does not currently reserve the right to reject requests for overnight stays nor does it have any systems in place to check on the safety or suitability of such trips.

S7 The homestay agency ensures that homestay hosts are always aware of the rules for the students for each booking and the procedures for dealing with emergencies. Risk assessments are carried out during visits to homestays, including the journey between the accommodation and the school.

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 Sampling identified the following issue: terms and conditions require students and parents to opt out of the use of photographic images. This was addressed during the inspection and is no longer a point to be addressed.

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	2017

Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation suspended
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	BSC Young Learners
Other related non-accredited schools/centres/affiliates	BSC Manchester, BSC York, (accreditation suspended at present), BSC Dublin

Private sector

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

Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	100
Full-time ELT (15+ hours per week) aged 16–17 years	0	20
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	17	120
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–30	18–25
Adult programmes: typical length of stay	4–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	Brazilian, Chinese, Italian, Thai, Turkish	Spanish, Italian, French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	13
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
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	5	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	11	0
Overall totals adults/under 18s	17	0
Overall total adults + under 18s	17	