

Organisation name	British School of Marketing International (BSMI), Bournemouth
Inspection date	24–25 September 2024

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.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited British School of Marketing International in September 2024. 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+) in school premises and online.</p> <p>Strengths were noted in the areas of academic management and learner management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The British School of Marketing International (BSMI), formerly the Bournemouth School of Marketing International, was founded by its owner and managing director in 2014. Its stated aim is to become a pathway to higher education and individual career opportunities for international students.

BSMI offers pathway courses leading to entrance to university degree courses, professional courses in business-related skills, language courses in general English, examination preparation, and business and specialist English, some delivered online. In the past, it has also provided short courses of, typically, one or two weeks for closed groups of adults and young people. The majority of students enrol from overseas via agents and will study with the school for up to twelve months before beginning a degree course at a UK university (often Bournemouth University).

The inspection took place over one and a half days. The inspectors had meetings with the managing director, the principal, who is also the director of studies, and was teaching during the week of the inspection. In addition, there was a meeting with the teacher working during the week of the inspection and a group of students. The inspectors scrutinised documentation and publicity and one inspector visited a student residence and had a virtual meeting with a homestay host. Both staff timetabled to teach during the inspection were observed by both inspectors.

Address of main site/head office

4a Westover Road, Bournemouth BH1 2BY

Description of sites visited/observed

The school has exclusive use of premises above shops in central Bournemouth and occupies the first and second floors. On the first floor is a reception, two classrooms, the academic office where the academic manager and teachers are based, a staff kitchen and storage area. On the second floor there are three more classrooms and an office shared by the managing director and the principal. There are two male, a female and a staff toilet. The stairs from the school premises lead through a door onto the street, with bus and taxi stops nearby and a park opposite.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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

English courses for adults and young people aged 16+ run throughout the year. These include pathway courses, professional courses, general English, examination preparation, business and specialist English. Students can choose 15, 20 or 25 hours of classes per week. The school's summer camp offers bespoke courses for closed groups of students aged 16+ on demand.

Management profile

The managing director (MD) oversees all aspects of the provision. Day to day, the academic department is managed by the principal. At the time of the inspection, the MD had the role of welfare and accommodation officer; she is also the designated safeguarding lead (DSL). The MD also works closely with the sales and marketing manager who is based in Saudi Arabia.

Accommodation profile

The school provides both homestay and residential accommodation, but the majority of students make their own accommodation arrangements. Homestay accommodation, with full and half-board options, are provided directly by

the school. There are approximately 20 active homestay hosts some of whom accept under 18s. There are two self-catering residences, Purbeck House and Oxford Point, managed by two separate student accommodation agencies. Both residences provide single ensuite self-catering accommodation and have 24-hour security, first aiders and laundry facilities.

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 clearly stated goals and values, and their publicity. Communication is good and student administration is carried out efficiently and effectively.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation, although safety and security monitoring of student residence is inadequate. 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 students and staff where needed.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive very good support and, overall, the courses are managed to provide the maximum possible benefit to students. Course design is effective. The teaching observed met the requirements of the Scheme. *Academic management and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard. Measures are in place to ensure the safety and security of students on and off the premises. Accommodation is suitable and well managed. Although there is no formal leisure programme for open enrolment students, they have access to a range of cultural and leisure information about the locality.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school. Staff training is appropriate and safer recruitment practice is generally sound. Record keeping requires some attention. Accommodation and supervision arrangements are satisfactory.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not 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

M2 There are comprehensive objectives in place, with a clear plan and process for monitoring and reviewing. The objectives and plans relate to the provider's goals and values.

M3 Staffing is not sufficient to fully and effectively manage and deliver the provision. There is a lack of cover in place for non-academic roles.

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.	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.	Strength
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.	Strength
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

M9 Job descriptions do not include designated safeguarding, pastoral or health and safety lead roles. In addition, there is insufficient reference to safeguarding and welfare responsibilities throughout all job descriptions.

M11 Staff receive a thorough induction which is well planned and recorded. Induction includes generous amounts of time for shadowing and observing colleagues.

M12 There are very effective appraisal procedures in place. The appraisal system is robust and supportive. All staff engage with the process, and have individual targets set. In addition, staff work towards key performance indicators throughout the year.

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.	Strength
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.	Not 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.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
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 There are excellent systems in place to ensure that students and their representatives receive high levels of customer service. The student information system is accessible and user friendly for staff, students and their representatives.

M15 Pre-course information is comprehensive and is communicated clearly to students and their representatives. The provider regularly consults with agents to advise them on updates and to receive feedback from them regarding the pre-course information that is provided.

M17 Some student records do not include local contact details or emergency contacts.

M18 There is a clear policy on student attendance. Attendance is recorded electronically, and warnings are triggered automatically by the student information system. There is clear evidence that absence is followed up and recorded.

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.	Not 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.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's main medium of publicity is its website. In addition, the school has some managed social media sites.

M21 The school's website includes reference to a leisure programme for all students and a computer room, neither of which it has. In addition, the website misleadingly guarantees all pathway students entry to university.

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.	Not met
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.	Met
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 The provider does not have evidence of risk assessments or safety and security measures for the student residence where it places students. Risk assessments of the school building had not sufficiently addressed the potential risks related to windows.

P2 While most of the school premises is in a good state of repair, cleanliness and decoration, some walls are unclean or stained, there are faulty lights, and the toilets have inadequate hand drying facilities.

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.	Met
P11 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 section 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 clearly appropriate to the school's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management	Area of strength
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.	Met
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.	Strength
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.	Strength
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.	Strength

Comments

T7 Teachers receive clear information about courses before starting work. Induction is comprehensive and includes the expectation to observe classes and shadow colleagues.

T9 There is regular monitoring of teachers through formal observations, which take place four times per year, as well as informal drop-in observations which are also recorded. Formal observations include a pre-observation meeting, as well as written and oral feedback.

T10 The principal regularly uses observations and discussions with teachers to identify their developmental needs. Teachers are then provided with targeted individual and collective CPD opportunities.

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.	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.	Not 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

T12 There is insufficient guidance for teachers to provide students opportunities to develop skills outside the classroom or benefit linguistically from their stay in the UK.

Learner management	Area of strength
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.	Strength
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.	Strength

Comments

T16 Progress testing is carried out regularly and rigorously. Progress is tracked and recorded so that students, teachers and management can track it effectively.

T18 Clear information is available to students about UK education and universities. The school provides detailed information, and university representatives visit the school to provide students with introductions to their institutions.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English
Comments	
Classes were hybrid with students attending in person and joining online.	

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.	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.	Not 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.	Met

Comments

T19 Teachers dealt with planned and incidental language with confidence. The language used for illustration, explanation and exemplification was appropriate to the students' level.

T20 There was insufficient evidence that lesson plans were based on students' needs and backgrounds. Where students had specific needs, there was no evidence of measures put in place to support them or meet those needs.

T21 In all segments, learning outcomes were clear and made explicit. In a minority cases, they were referred to, checked and reviewed as part of the lesson. There were consistently clear links between objectives and activities.

T22 There was effective use of a range of techniques to present and practise language and to develop skills. The techniques were appropriately matched to the context and the course objectives.

T23 Teachers made competent use of the learning resources available, including whiteboards and coursebook materials. In stronger segments, there was expert use of technology ensuring the seamless inclusion of online and face-to-face students.

T24 In stronger segments, teachers corrected the students' language effectively and included the use of self correction. However, in weaker segments, there was insufficient correction and feedback, and in some cases teacher repetition had the effect of validating or reinforcing students' errors.

T25 Reference was made to work covered in previous lessons in all segments observed. Teachers provided opportunities for students to demonstrate their ability to use recently learned language and to build their language by using previously developed skills.

T26 Teachers built rapport and trust with learners through their warm, friendly supportive manner. In general, teachers used opportunities to personalise information, materials and activities and competently drew upon students' knowledge, experience and interests.

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.	Strength
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.	Strength

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 A comprehensive emergency plan is in place. The information provided is concise and includes guidance on procedures to be followed should an incident occur on the school premises or in homestay accommodation. W2 Students receive a high level of welfare support, and all staff are encouraged to be aware of students' potential needs. Digital systems allow instant recording and communication with staff, agents and homestays as appropriate.	
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.	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.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this section are fully met.	
<i>Accommodation: other</i>	
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	
The relevant criterion is met.	
Leisure opportunities	Met
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.	N/a
W21 Any leisure programmes are well organised and sufficiently resourced.	N/a
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	N/a
Comments	
W19 Open enrolment students are provided with information about cultural and leisure activities in Bournemouth which they can book and attend independently.	
W20 The school only offers a leisure programme as part of a closed group package, and none have run in the last 12 months. No records of programmes delivered in 2023 were available.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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	
The school receives very few under 18s and there were none enrolled at the time of the inspection. In the last 12 months there were two individual students both of whom stayed in homestay accommodation.	
S3 Parental consent forms, completed by agents, were available for the two under 18s attending courses this year. The consent form is not written in accessible English, and it is insufficiently clear to parents and guardians what they are agreeing to.	
S4 Recruitment procedures are clearly laid out and most of the safer recruitment procedures are in place. However, not all reference requests, for staff and homestay hosts, include an enquiry about suitability to work with under 18s.	

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .
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	2016
Last full inspection	2020
Subsequent checks/visits (if applicable)	2023 (spot check)
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2014
Ownership	Name of company: British School of Marketing Company number: 08881233
Other accreditation/inspection	ATHE, ISI

Premises profile

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

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	11	50
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	11	50
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	6 months to 1 year	1–3 months
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian
Junior programmes: advertised minimum age	16	16
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3–6 months	4–6 weeks
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile

	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	1	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	

Total number of support staff	0	
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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

Comments

The principal is not usually timetabled to teach, but is used as a cover teacher. During the week of the inspection, the principal taught 20 hours to cover staff annual leave.

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification/profile		1
TEFLI qualification		1
ATEFL 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

One of the listed teachers is the principal.

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	0	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	10	0
Overall totals adults/under 18s	11	0
Overall total adults + under 18s	11	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in M3, M17, P1, P2, S3 and S4 have been addressed. The required evidence was subsequently submitted