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Statement of Institutional and Educational Ethos

This statement of institutional and educational ethos includes:

- The fundamental principles that underpin what the college believes about language learning and how it takes place effectively within a learning environment, whether face to face or virtual.
- The methods used to put these into practice: teaching methodologies and approaches, testing, assessment and recording/reporting policy, homework policy, and how students are informed of these methods.
- What is to be taught: the syllabus, needs analyses and support materials.
- Information on the teaching and learning of our Professional Development products

Philosophy and Overview

Our company vision is ‘to provide customers with stepping stones to their future by delivering outstanding and transformational learning experiences’. We fundamentally believe that language learning goes beyond the classroom and we are dedicated to students’ immersion in the culture and environment behind the language, as well as teaching the language components themselves. We also passionately believe in the importance of **Future Skills** (formerly referred to as 21st Century Skills) in the language classroom, and set out to make our students true global citizens and ready for future employment or academic study.

We aim to achieve this by embodying our belief that “*Great Things Start Here*”. That throughout their BSC experience, students will not only improve their English, but will embark on a journey of self-discovery and improvement, equipping them with the tools they will need to succeed in their academic, work and personal lives.

Our approach is based on the following values:

➤ **Aim Higher**

As a company we will always strive for excellence. We intend to enthuse our students to do likewise by providing them with the highest quality language education. As well as focusing on language components, we seek to develop their critical thinking and self-study skills to prepare them for life outside the language classroom.

➤ **Collaborate**

We strongly believe in collaborative learning and forming partnerships with global, national and local organisations that contribute to our students’ language learning experience. In college, from planning the weekly lesson content to the digital outcomes of team project work, collaboration and support are always at the centre. We understand that students learn more effectively when they feel comfortable, cared for and challenged and try to create a place of study that is friendly and open, with a sense of community whether face to face or online.

➤ **Communicate**

We provide our students with a range of activities to help them enjoy practising their English and challenge themselves to take the language further and become more fluent. We believe language learning at the college takes place most effectively when English is used as the medium of instruction and relevant situations relating to real world experiences are introduced. By teaching grammar, lexis and theme within this context, students are more easily able to acquire and develop linguistic competence and to communicate effectively in any context.

➤ **Customer Focus**

People are looking for genuine, real experiences so they can immerse themselves in the culture and history of the UK. Our colleges and their environs give our students a true taste of the place they’re learning in. Our flexible timetables and course content (in-college and online) are designed for the modern-day student; evidence of how the customer is at the centre of all we do.

➤ **Team Focus**

By ensuring that we invest in our college and teaching teams, we can be sure that our students receive the best possible experience during their time with BSC. Regular training and professional development for all our employees is pivotal to the quality of our programmes; providing teaching and support of the highest standard.

Introduction to the Curricula

The Common European Framework of Reference (CEFR) influences our curricula in that it guides us to teach the English Language in terms of what the learner *can do*, rather than which grammatical and lexical points have been presented in any given lesson. Learners are encouraged to communicate using functional language and to be positive about their language development.

Our English Language Training curriculum applies primarily to our main suite of courses:

English Language Training (formerly General English) – an integrated syllabus covering the main skills and systems of language teaching for 15 lessons per week

Speaking & Listening – focusing on communication skills (including pronunciation) and global citizenship, with topics relating to the UN SDGs for 5 lessons per week

Skills for Career and Academic Success – project and task based course focused on developing 21st Century Skills through English for 5 or 10 lessons per week. This course is also informed by a set of core competencies related to 21st Century skills.

Our **English for Specific Purposes and business courses** also relate to the CEFR, with, additional subject area related competencies.

Our **IELTS, OET and other exam preparation courses** also use the CEFR as their curriculum guide, using the relevant syllabus and exam structure from each exam board to inform the specific weekly plans and daily classroom activities.

Syllabi

Our syllabi provide a twelve-week framework for each level or specialisation of the curricula. Each week is treated as a complete and discrete module and incorporates the knowledge, skills and understanding illustrated in the curricula. The syllabi accommodate both the teachers' personal approaches and most importantly each student's individual needs within the classroom environment.

The college offers courses on a continuous enrolment basis which means that students can start on any Monday for a course of one week or longer. Each weekly module is autonomous so that students effectively have a series of one week 'blocks'.

The syllabi allow maximum flexibility in responding to student and class needs and also facilitate class changes to ensure that each student is always studying in the most appropriate level / class.

Curricula & Syllabi Review

In order to ensure the ongoing relevance and high quality of the curricula and syllabi, both are subject to ongoing reviews in accordance with teacher and student feedback. Changes are also initiated as a result of the demands of external forces such as examination boards and resources that are available. We aim to cater fully to our students' academic needs and as such, consider both the curricula and syllabi as evolving documents.

Materials

The English Language Training syllabus for each level is designed around a particular course book, which is an integral part of both the teaching and learning elements. The coursebook changes every 12 weeks to provide variety and avoid repetition of activities. The coursebooks used are listed as follows (but are subject to change according to student and college needs):

Level	CEFR Level	CEFR Description	Book
A0	Pre - A1	Basic User	N/A
A1	A1/Beginner Elementary	Basic User	Skills for Career Success 1 Life (NGL), New English File (OUP) Future: Voices (NGL), Language Hub (Macmillan)
A2	A2/Elementary-Pre-Intermediate	Basic User	Skills for Career Success 1 Life (NGL), Outcomes (NGL), Speak Out (Pearson) Voices (NGL), Language Hub (Macmillan)
B1 B1+	B1/Pre-Intermediate B1+ / Intermediate	Independent User	Skills for Career Success 2 Life (NGL), Outcomes (NGL), Speak Out (Pearson) Voices (NGL), Language Hub (Macmillan)
B2	B2/Upper Intermediate	Independent User	Skills for Career Success 2 and/or 3 Life (NGL), Outcomes (NGL), Speak Out (Pearson) Voices (NGL), Language Hub (Macmillan)
C1	C1/Advanced	Proficient User	Skills for Career Success 3 Life (NGL), Outcomes (NGL), Speak Out (Pearson) Voices (NGL), Language Hub (Macmillan)
C2	C2/Proficient	Proficient User	Authentic materials
IELTS	B1-C1	4.5-7.5 band score	Skills for Academic Success 1 / 2 / 3 The Complete Guide to IELTS (NGL) Focus on IELTS (Pearson) Ready for IELTS (Macmillan) Mindset (CUP)
Business	B1-C1	Independent user onwards	Market Leader (Pearson) Business Partner (Pearson) The Business 2.0 (Macmillan) Authentic Material

The Speaking & Listening syllabus for each level is based around topics and activities relating to traditional ELT subjects found in all coursebooks and published materials (including food & drink, education, travel, sports, culture etc.) with an added link to the current United Nation Sustainable Development Goals. This is to promote the idea of global citizenship and to be more relevant to students interests, home cultures and future studies/work. The 12 week syllabus complements the English Language Training course and uses a combination of published and authentic materials, as well as those of the teachers' own design.

The Skills for Academic and Career Success syllabus is based around a coursebook and a set of core competencies for 21st Century Skills. The coursebook was designed in partnership with National Geographic Learning and is complemented by a fortnightly project (usually digital) and digital portfolios where students can self-reflect and set goals for their development.

Our “English Focus” (formerly English for Specific Purposes) courses use published material relevant to the subject area they pertain to. These books include titles from the Career Path series from Express Publishing.

Our Exam Preparation Courses use published material for the specific exam (IELTS/OET/TOEIC/TOEFL/First Certificate/Advanced etc.) from reputable publishers including CUP, OUP, Pearson, Macmillan, NGL plus sample exam past papers and online practice material available on myBSC and other websites.

Current English Language Training (formerly General English) Curriculum

The General English Curriculum determines what students will be taught at each level of language ability as described by the CEFR. The functional nature of the curriculum is supported by a syllabus which makes explicit the lexis, grammar and themes taught at each level.

Students are taught so that at each level they ‘can do’ the following:

	A1	A2	B1
Listening	Can understand simple, standard speech which is very slow and carefully articulated. Can recognise familiar words and very basic phrases concerning him/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly.	Can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can catch the main point in short, clear, simple messages and announcements.	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
Reading	Can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.	Can understand short, simple texts containing high frequency vocabulary and shared international expressions. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.	Can understand factual texts on subjects related to his/her interests that consist mainly of high frequency everyday or job-related language. Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand the description of events, feelings and wishes.
Spoken Interaction	Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation. Can ask and answer simple questions in areas of immediate need or on very familiar topics	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though he/she cannot usually keep the conversation going of his/her own accord.	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken Production	Can use simple phrases and sentences to describe what he/she does, where he/she lives and people he/she knows.	Can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.	Can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe reactions.
Writing	Can write a short, simple message or postcard, for example sending holiday greetings. Can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.	Can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like “and”, “but” and “because”. Can write a very simple personal letter, for example thanking someone for something.	Can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. Can write personal letters describing events, experiences and impressions.

	B2	C1	C2
Listening	Can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. Can understand the essentials of lectures and most TV news and current affairs programmes. Can understand the majority of films in standard dialect.	Can understand lectures and discussions on complex topics beyond his/her field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can understand even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly.	Can understand virtually any kind of spoken language, even when delivered at fast native speed and employing a high degree of colloquialism, regional usage or unfamiliar terminology.
Reading	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can understand contemporary literary prose. Can adapt style and speed of reading to different texts and purposes, using appropriate reference sources selectively.	Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to his/her field.	Can understand with ease virtually all forms of the written language, including abstract, complex texts such as specialised articles and literary works. Can appreciate subtle distinctions of style and implicit as well as explicit meaning.
Spoken Interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts. Can account for and sustain views clearly by providing relevant explanations and arguments.	Can express him/herself fluently and spontaneously. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions appropriately and relate contributions skillfully to those of other speakers.	Can take part effortlessly in any discussion. Can express him/herself fluently and convey finer shades of meaning precisely. Can backtrack and restructure around any difficulty of formulation so smoothly that other people are hardly aware of it
Spoken Production	Can present clear, detailed descriptions on a wide range of subjects related to his field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice significant points.
Writing	Can write clear, detailed text on a wide range of subjects related to his/her interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. Can write letters highlighting the personal significance of events and experiences.	Can write clear, well-structured text and express points of view at some length. Can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. Can write different kinds of texts in a style appropriate to the reader in mind.	Can write clear, smoothly-flowing, well-structured text in an appropriate style. Can write complex reports or articles which present a case with an effective logical structure which helps the recipient to notice significant points. Can write reviews of professional or literary works.

Please see individual documents for all course overviews and syllabi

Methodology / Methodological Approach in the Modern Language Classroom

BSC is a serious educational provider, with an emphasis on academic study, Future Skills and preparation for our students' next step in their journey, whatever that may be. Teachers are expected to bring creativity and dynamism to the class; to plan collaboratively and communicatively to ensure our learners' needs are met. The syllabus accommodates teachers' own personal styles and approaches, while providing structured progression and content guidance.

The aim of the college's methodology, and every other aspect of the academic programme, is to identify and address each individual student's needs and to increase learning through motivation and the study of language in a realistic, 21st Century context.

Lessons are expected to be dynamic and interactive. Students are grouped according to their speaking, listening and grammar level, based on placement tests. Each course includes a continuous monitoring system and weekly assessments, as well as end of level tests for students ready, or wishing to move up a class.

Teachers should aim to give every student the opportunity to succeed and to achieve as high a standard as possible; to motivate and encourage by providing an effective learning environment where each student feels valued and a sense of progress is evident.

Our methodology is based on and supported by:

Needs analyses – varied depending on the different courses, these inform course development and allow teachers to meet student needs

Learner Awareness – initial tutorials/arrival interviews, negotiated weekly plans and daily menus (communication workshops) for students as well as tutorials every four weeks. Feedback is sought regularly, both formally and informally, in order to ensure we are meeting student needs and are aware of who we are teaching.

Learner Training and Self-regulated Learning – a separate syllabus used in parallel to the language syllabi trains our students how to be better learners so they can continue their learning outside of the classroom. Our online platform and digital portfolios allow students to reflect and goal set, and manage their learning on their own terms outside of class.

Innovative Content – by using different types of technology, project work and resources from our partners at National Geographic Learning and TED talks, we aim to engage and motivate students and our teachers with a varied and modern selection of resources. Our coursebooks are bespoke to BSC and the courses are based on 21st Century Skills with relevant language input according to the authentic tasks and digital outcomes of each unit.

Relevant & Functional Language – learning is approached in terms of what the learner can achieve and is always appropriate to her/his needs, supported by our online platform myBSC for extra practice and progress monitoring.

Communicative Emphasis – students are guided towards effective productive skills and trained in using English in real-life situations through immersive lessons and activities, taking the communicative aspect of learning outside of the classroom. There are also free, daily communication workshops to help boost students' progress and confidence.

Coherence - syllabus of weekly modules designed to integrate across the day's lessons so that there is no overlap and students can change levels without repeating grammar, lexis or topics unless for revision purposes.

Skills and project work – we aim to develop our students as global citizens, training them and improving their communicative, collaborative, creative, critical thinking, problem-solving and presentation skills, as well as their digital competency. **Output** – all our students are able to upload their class and project work to a digital portfolio, which can be used as evidence of progress (both of their English and their 21st Century Skills) and to inform CVs and job and university applications

Assessment – CEFR informed placement and assessment, weekly tests, tutorials, and end of level tests all form part of our ongoing assessment processes. All exam classes incorporate regular assessment relevant to the specific expected outcomes of each exam.

Flexibility – we understand that our methods of delivery (face to face, virtual or digital) require different skills and approaches in order to meet the needs of our students. Our academic teams are suitably qualified and skilled to teach our courses and adapt them appropriately, ensuring our students receive a consistent, high quality education.

[PSHE in the Language College Context](#)

We recognise that the majority of our students are adult learners (18+), with a small proportion aged 16-18. While most students come for courses that average 2-8 weeks, we do have a number of bookings for 3months+.

With this in mind, it is important that we acknowledge the need for PSHE education (Personal, Social, Health and Economic), especially with the added impact of living and studying in a foreign country and unfamiliar culture.

This is how we currently address PSHE topics at BSC:

Topic	Sources of information and training
Physical health	Welcome induction, myBSC info pages, Speaking & Listening topic stream
Mental health	Welcome induction, student handbook, myBSC info pages, college posters
Growing and changing	not formally addressed but could arise informally in lessons but can be discussed in tutorials and one to ones
Personal safety	Welcome inductions, student handbook, myBSC info pages
Relationships and sex education	not formally addressed but could arise informally in lessons but can be discussed in tutorials and one to ones
Bullying and discrimination	Student handbook, myBSC info pages, group policies, college posters
Media and digital literacy	myBSC info pages, Speaking & Listening topic stream, Skills for Success syllabus
Money and careers	myBSC info pages, Speaking & Listening topic stream, Skills for Success syllabus
Community and responsibility	Speaking & Listening topic stream, college posters
British Values, Culture Shock and Homesickness	Welcome induction, student handbook, Speaking & Listening topic stream, myBSC info pages

There is a space in tutorials for students to request support with any of the above topics and an appropriate college team member will work with them to solve any problems or surmount any challenges they encounter.

As enrolment is rolling, we cannot guarantee that all students will cover all PSHE areas during their studies, but reminder emails are sent through myBSC with a link to the student support information pages on the platform.

Careers Guidance

At BSC we are committed to helping our students on to the next stage of their lives, whether that be at university or the workplace.

Most students come with a clear goal in mind, with improving their English being part of that. For example, achieving a certain IELTS score to get a place at university, or reaching B2 level English to be eligible for a promotion.

Informal advice and guidance is available from:

- College Managers and Lead Teachers
- Any team member who has completed the Student Counsellor course via our partners NCUK

If relevant, we can signpost the student to a more suitable careers service such as:

- National Careers Service
- A local private Careers Counselling service or consultant

'English Plus' – Professional Development Courses

As we continue to grow and launch new academic products, it is important to recognise how these still fit in with our ethos, our mission, vision and values.

Keeping in mind the stepping stones to future success, and our commitment to developing the Future Skills named by academic institutions and employers around the world, our professional development courses reflect this in their subject matter and accreditation partners.

English plus Digital Marketing

- We have combined Digital Marketing training delivered by the Digital Marketing Institute with our passion for supporting learners through their English language learning journey.
- DMI is the world's leading provider in Digital Marketing Courses, with a proven track record in transforming the skills of digital professionals to help build successful careers and promote continuous learning.
- We provide English Language training and learner support sessions alongside this professional certification to ensure that any student whose first language is not English, will gain the most possible from their course.

English plus International Leadership and Management

- Using a blended learning approach, we offer a City and Guilds Level 3 in International Leadership and Management that helps our students continue their journey towards career success
- City & Guilds is a trusted, globally recognised qualification provider, and we have chosen a course that complements our Skills for Career Success elective and many of our ESP courses.
- Students can continue adding credits to this by taking alternative modules as they move on to new careers and locations.