



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**EXTENDED MONITORING VISIT**

**BRITISH SCHOOL OF MARKETING INTERNATIONAL**

**(Company registration no. – 08881233)**

Full Name **British School of Marketing International**

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Principal Miss Duygu Cevik

Proprietor Miss Duygu Cevik

Age Range 16+

Total number of students 10

Numbers by age and type of study

16 – 18:	1
18+:	9
EFL only:	2
FE only:	6
EFL and FE:	2

Inspection date **29 November 2022**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges and, by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements. Inspectors will also consider the impact of any material change reported since the last inspection.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 British School of Marketing International (BSMI), formerly called Bournemouth School of Marketing International, was established in 2014. It is a private limited company based in the centre of Bournemouth. The college aims to help all students discover their true potential, develop their entrepreneurial spirit and equip them with the knowledge and skills necessary to become future leaders of industry and commerce. The proprietor is also the principal and is responsible for the day-to-day management of the college, supported by a small team of senior managers.
- 1.2 The college admits international students over the age of 16 years. It offers pathway courses designed to allow students to progress to university years one, two or three. These are accredited by Awards for Training and Higher Education (ATHE) at levels three to seven. However, at the time of inspection only International Foundation in Business and Management Level 3 was running. Students can study this course remotely by joining those physically present in the room, using on-line technology to see and hear the teacher. The college describes these as hybrid classes. The college also offers internally assessed Pre-Masters and International Business Administration programmes, which offer progression to two specific universities in the UK. Candidates for the above courses are assessed by application and interview. Students can enrol in January/February, May/June or September/October.
- 1.3 General English courses are offered using the Common European Framework of Reference (CEFR) from beginner to advanced level. Candidates for these courses undertake placement tests to ensure that they choose a course at the correct level and can enrol at any time. Specialist courses in Aviation English, English for Business and Marketing and the Oil and Gas sectors are available on request but were not running at the time of the inspection. The college also offers bespoke short stays and summer camps for organised groups.
- 1.4 At the time of the inspection 10 students were studying at the college, all of whom are male and nearly all are over the age of 18. They come mainly from Saudi Arabia. English is an additional language (EAL) for all students. At the time of the visit there was one student identified with language and learning difficulties or disabilities. Two students were studying under Student Visa arrangements. The college arranges accommodation for students in a homestay, or in a self-catering residence which is only suitable for those over the age of 18.
- 1.5 This monitoring visit has been extended due to a change of 30 per cent or more of the courses delivered and a change of awarding body. For this reason, Section 3 of the Educational Oversight Framework was scrutinised in detail.
- 1.6 The college was previously inspected on 09 November 2021, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.7 The recommendations from the previous report are:

- Improve quality improvement plans by agreeing priorities, for management and for staff, and ensuring all action points are achievable and measurable.
- Ensure all staff complete training in safeguarding and the prevention of radicalisation and extremism.
- Review the effectiveness of hybrid lessons to identify and meet training and resource needs.
- Support teachers to share and develop good practice across all areas of the curriculum.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 09 November 2021, the college was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment prior to and on arrival effectively ensures that students are placed on a course that closely matches their needs. Changes to the curriculum have been implemented to better meet the needs of Pathway students. Students are well educated in accordance with the college's stated aims. All courses on offer to prospective students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. The quality of teaching and learning is good. Knowledgeable teachers plan interesting lessons and provide effective individual support to students so that they make good progress. Teachers develop students' spoken English well. However, when marking assignments for Pathway courses they do not consistently correct errors in students' written English in order to develop their skills further. On-line students' view of the classroom and opportunity to participate fully in hybrid classes is limited due to technological constraints. Students' progress and attainment is good. The large majority of Pathway students progress to further study at BSMI or to a university course.
- 2.3 Students' welfare, including health and safety, is good. The college premises are fit for purpose and well-maintained. All necessary measures are taken to ensure the health and safety of staff and students. The college maintains highly accurate registration and attendance records. The college follows up absences promptly. Processes are in place to report absentees to the Home Office as required. Pastoral support for students is good. Arrangements to safeguard students under the age of 18 are good. Staff understand their responsibilities very well and are appropriately trained. Following a recommendation in the previous report, all staff have now received training in safeguarding, preventing radicalisation and extremism. Students receive appropriate guidance on keeping themselves safe, however the student handbook lacks specific advice on safety on-line.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight of the school is good. The principal ensures that a good standard of care and education is maintained. Sufficient financial investment is made in staff, accommodation and resources. All legal permissions are met. Leaders and managers fully discharge their duty to ensure the health, safety and welfare of students and to safeguard students under the age of 18. They have successfully revised quality improvement plans to ensure that they are now prioritised, achievable and measurable. They have made improvements so that all staff are trained in preventing radicalisation and extremism and that good teaching practice is shared across all areas of the curriculum. However, they have not yet provided sufficient technological resources to improve provision for students attending hybrid classes on-line. Quality assurance is satisfactory. However, the complaints policy does not include provision for independent adjudication and all staff are not fully conversant

with the new awarding body regulations. Staff recruitment and suitability checks are good. Provision of information is good.



### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 Assessment prior to and on arrival is good. Thorough processes and procedures ensure that students are genuine and have the capability to be successful on their chosen course. The application process, which includes interviews and placement tests, is used effectively to ensure that students are placed at the appropriate level to meet their needs.
- 3.3 Course provision is good. The aims and ethos of the college are clearly communicated and supported by appropriate schemes of work and lesson plans. Courses are closely matched to the ages, capabilities and needs of students and enable them to learn and make progress. Changes have been made to the curriculum for Pathway courses to allow more time for students to learn and successfully complete the assessments required. The college is now using a different awarding body for accreditation that better meets the needs of students. All courses on offer to prospective students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. There are effective arrangements in place so that students with additional learning or language needs or disabilities are provided with appropriate support.
- 3.4 The quality of teaching and learning is good. Teachers are well qualified and knowledgeable. They use their expertise well to plan interesting lessons, using a range of teaching methods and resources, which keep students engaged. Consequently, students enjoy their learning. Teachers know their students well and use class profiles effectively to ensure that activities are pitched correctly for the individual needs, cultural backgrounds and capabilities of students. Teachers use question and answer effectively to check students' understanding and ensure that they participate fully. They support individuals well in class to ensure that they all make good progress from their starting points. Teachers consistently correct errors of grammar and pronunciation so that students develop their standard of spoken English. Students learn within a mutually respectful and supportive environment that embodies the core British values of respect and tolerance and does not discriminate against those with protected characteristics. Teachers set regular homework. This encourages students to study independently and take responsibility for their own learning and time in the UK.
- 3.5 Classroom resources are appropriate for the number of students physically present. However, placement of the camera and only a single microphone limits on-line students' view of the classroom and opportunity to participate fully in hybrid classes.
- 3.6 On Pathway courses teachers provide helpful feedback on written work that identifies errors and omissions. Students confirm this feedback is helpful in helping them to improve their work. However, teachers do not routinely correct errors in

written English when marking assignments. Therefore, students are not helped to further develop their writing skills in preparation for employment or further study.

- 3.7 Students' progress and attainment is good. Students on General English courses are regularly tested and kept well informed of their progress. They make good progress towards their personal goals and nearly always pass the course for which they enrolled.
- 3.8 For students on Pathway courses achievement rates are good and the large majority progress to further study at BSMI or to a university course.
- 3.9 The college uses the CEFR to evaluate student performance on general English courses.

#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Ensure all staff complete training in safeguarding and the prevention of radicalisation and extremism (Prevent).
- 4.3 The college has made good progress towards this recommendation. All current staff have undertaken on-line safeguarding and Prevent training within the last year. This is now part of induction for any new staff.
- 4.4 Health, safety and security of premises is good. The school maintains its premises with regard to health and safety. All appropriate actions are taken to protect students and staff from risk of fire and other hazards. Trained first aiders are available to assist students who are ill or injured. Free drinking water is provided to ensure the comfort and well-being of students. The premises are fit for purpose and suitably maintained in a clean and tidy state.
- 4.5 Student registration and attendance records are good. The college maintains highly accurate admission and attendance registers. The college communicates clear expectations of attendance to students and follows up absences promptly. A rigorous system of warnings is used to address persistent poor attendance. The majority of students have good attendance records. Appropriate procedures for reporting withdrawals or non-attendance to the Home Office are in place, however it has not been necessary to implement them to date.
- 4.6 Pastoral support for students is good. The principal currently fulfils the role of welfare officer effectively until a new permanent appointment is made. Students feel staff are approachable and they know who to go to if they have a problem. Relationships between staff and students and students themselves are good. Policies and procedures are in place to ensure that any instances of bullying or harassment are appropriately dealt with, however these are rare.
- 4.7 Arrangements to safeguard students under the age of 18 are good. There is a designated safeguarding lead (DSL) who is appropriately trained and all other staff have received Level 2 training in safeguarding as well as Prevent. A clear, comprehensive safeguarding policy ensures that all staff understand their responsibilities very well. Processes and procedures to ensure the safety of students under the age of 18 within the college and in their host families are appropriate. All necessary checks are made on staff's suitability to work with those under the age of 18. Students receive appropriate guidance on keeping themselves safe, however the student handbook lacks specific advice on how to keep themselves safe on-line.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Improve quality improvement plans by agreeing priorities, for management and for staff, and ensuring all action points are achievable and measurable.
  - Review the effectiveness of hybrid lessons to identify and meet training and resource needs.
  - Support teachers to share and develop good practice across all areas of the curriculum.
- 5.3 The college has made excellent progress towards the first of these recommendations. Staff now have fewer action points that are prioritised, achievable and measurable. These are readily accessible to all through the college management system and are regularly reviewed.
- 5.4 The college has made satisfactory progress towards the second of these recommendations. Lesson observations are used to review the effectiveness of hybrid lessons and staff training implemented to ensure that teachers have the necessary skills. However, investment in technological resources has not yet been sufficient to ensure that on-line students can participate fully and equally in hybrid lessons.
- 5.5 The college has made good progress towards the last recommendation. Monthly training sessions have taken place and teachers have undertaken peer observations to identify good practice. Staff now meet to discuss and share areas of good practice in open discussion.
- 5.6 Ownership and oversight of the school is good. The principal has good oversight of the college and provides clear educational and strategic direction. High standards of care and education are maintained in accordance with the college's aims and objectives. Sound financial management is successful in ensuring sufficient investment in staff, accommodation and resources. All legal permissions are met.
- 5.7 Management structures and responsibilities are good. Management roles and responsibilities are clear. Leaders and managers ensure that appropriate policies are provided and effectively implemented to ensure the safety, health and welfare of students. They fully discharge their duty to safeguard students under the age of 18. The college reviews its own success regularly and uses this review to identify strengths. This results in appropriate development plans and clear goals for improvement.

- 5.8 Quality assurance is satisfactory. The college has adequate quality assurance mechanisms in place. Student views are collected regularly and reviewed to identify any issues of concern, which are then addressed with the individual concerned. Management uses student achievement data effectively to make improvements to provision. However, they have not ensured that all staff are fully conversant with the new awarding body regulations and processes. There is a clear complaints policy and appropriate provision for recording how and when complaints were resolved. Complaints are few and the large majority are resolved informally. The current policy does not allow for the independent adjudication of unresolved complaints.
- 5.9 Staff recruitment and suitability checks are good. All necessary checks are made to confirm staffs' identity and right to work in the UK. Staff files are accurate and up to date. An appropriate single central record exists that contains all the required information.
- 5.10 Provision of information is good. The school website contains detailed and useful information for prospective and enrolled students. All information requested by the inspectors was provided promptly.

## 6. ACTIONS AND RECOMMENDATIONS

The college has maintained the good quality found at the last inspection.

### **Recommendations for further improvement**

In order to further improve the good quality provided, the college should:

- Revise the handbook to include specific advice for students on how to keep themselves safe on-line.
- Provide consistent feedback to Pathway students on their work to help them improve their written English.
- Ensure all staff are fully conversant with awarding body guidance for new courses.
- Fully implement the previous recommendation to provide extra resources for hybrid teaching so that on-line students participate equally.
- Revise the complaints policy to include provision for independent adjudication of unresolved complaints.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietor. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Ms Angela Moir	Lead Inspector
Mr Mike Coulson	Team Inspector