



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

BRITISH SCHOOL OF MARKETING INTERNATIONAL

(Company Registration Number - 08881233)

Full Name	British School of Marketing International	
Address	4a Westover Road, Bournemouth, Dorset, BH1 2BY	
Parent\Company name	British School of Marketing International Ltd	
Telephone Number	01202 068 135	
Email Address	enquiries@britishschoolofmarketing.com	
Website	www,britishschoolofmarketing.com	
Managing Director	Miss Duygu Cevik	
Age Range	16+	
Total number of students	8	
Numbers by age and type of study	16 – 18	1
	18+:	7
	EFL only:	3
	FE only:	4
	EFL and FE	1

Inspection dates	13 - 15 November 2018
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PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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 Tier 4 of the points-based system for 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 British School of Marketing International is a private limited company, established in 2014 formerly known as the Bournemouth School of Marketing International. The proprietor is the principal and is responsible for the day to management of the College. It aims to provide professional and academic courses in business studies and marketing that are promoted as Pathway courses into higher education, tailored to ensure young people and professionals are prepared for university study and careers in the evolving global digital economy.
- 1.2 The college is based in the centre of Bournemouth. BSMI recruits students aged over 16 years from overseas and all students have English as an additional language. The curriculum includes National Vocational Qualifications (NVQ) in Marketing and Business at levels 3, 4 and 5 accredited by The National College of Further Education (NCFE). English language classes are included in the programmes and are tailored to support their academic skills required in their main study areas. The college delivers established Pathway programmes in business and marketing into Bournemouth University, the University of Buckingham and Coventry University. BSMI also offer specialist English language course for business and marketing, with courses in Aviation English and English for the Oil and Gas sectors which are available on request.
- 1.3 Each year in January through to September, the college offers 1 or 2 week mini-programmes for students from Italy who attend in groups during two three month study periods. These programmes are delivered by college staff in additional premises hired to accommodate larger groups of students who require on site catering facilities. These bespoke programmes are 'work and learn' courses that combine opportunities for voluntary work with language tuition for students from Italy. These courses are funded by the Italian Government.
- 1.4 English language tuition is available to anyone and they can enrol at any time and are assessed on arrival. Courses are run using the Common European Framework of Reference (CEFR) from beginner to advanced level and examination preparation courses for International English Language Testing System (IELTS) and Cambridge assessment examinations that can be taken at registered examination centres. Students apply directly to the college via the website and complete an online application processes.
- 1.5 At the time of the inspection eight students were attending from Bahrain, China, Italy, India, Saudi Arabia, Turkey and Ukraine. The college is currently not a Tier 4 sponsor and no students attended on Tier 4 visas. Nearly all students are male. No students attended with learning difficulties or disabilities. Home stay accommodation is managed by BSMI. Residential accommodation for students aged over 18 is managed and run independently for the college through an external organisation. All students under 18 years are placed with host families where all members over the age of 18 have undergone Disclosure and Barring Service (DBS) Enhanced screening.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is accurate and places students at the correct English language level or Pathway course. Course provision is good with clear progression routes for English language and Pathway business courses that successfully meet individual student needs. Courses meet the approved definition of an approved Tier 4 qualification as set out in the Home Office guidance. Teaching is excellent with knowledgeable teachers who deliver interesting, motivating and challenging lessons. Assessment is effective and students receive plenty of support and information to enable improvement and progress. Student attainment is good in Pathway courses and excellent in English language provision.
- 2.3 Students' welfare, including health and safety, is good. There are effective arrangements for health and safety, including fire safety. The premises provide a safe and secure environment that is comfortable and meets the needs of everyone. Student attendance and registration records are accurate and student attendance is excellent. Although not a registered Tier 4 sponsor, the college has all the policies, procedures and monitoring systems in place to undertake this aspect. Pastoral support is excellent with highly effective systems to monitor and support students' well-being. Students receive high quality information prior to and on arrival and they settle into their studies quickly. The social programme responds well to the needs of groups and individual students. Safeguarding of under 18s is good, with well trained staff, and complies with guidelines. Residential accommodation is good with accommodation that provides a safe and healthy environment. Under 18s are placed with host families that conform to the statutory requirements for accommodating these students. Students requesting host family changes are quickly supported however there is insufficient recording of the issues behind requests.
- 2.4 The effectiveness of governance, leadership and management is good. Effective oversight focuses on and achieves high standards. The college successfully fulfils its responsibilities for statutory and legal compliance. The management structure has clear lines of accountability and successfully supports staff to undertake their responsibilities. Communication is excellent with motivated staff supported by highly effective formal and informal information sharing. Self-evaluation is descriptive and lacks a focus on key performance indicators nevertheless development planning is insightful. Well qualified staff are recruited and retained. Quality assurance is good with effective use made of student feedback to drive improvement. Staff performance management includes regular appraisals but do not include setting useful targets. Lesson observations are very well managed with informative feedback given however teachers are not provided with sufficient opportunities to identify and share good practice amongst their peers. Staff recruitment processes are excellent with rigorous recruitment procedures that ensure

all pre-employment and suitability checks are undertaken prior to employment. The single central register and supporting staff files are accurate. The complaints policy is appropriate and well circulated. The provision of information is excellent.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment of students prior to arrival is good. Students undergo English language assessment either prior to or on arrival and this results in accurate placement in classes. Students applying for the business courses are tested for English language competency prior to arrival and with evidence of academic achievement and/or experience students are placed on the correct course. Students consider they are placed in classes at the correct level and class records confirm very few, if any, class changes after initial placement.

3.(b) Suitability of course provision and curriculum

- 3.2 Course provision and the curriculum is good. There is a very clear and well promoted statement of educational purpose that underpins the curriculum. The courses are well-considered and designed to provide clear progression through English language levels whilst the students work through the pathway business curriculum. Courses on offer meet the definition of an approved qualification as set out in the Home Office Guidance.
- 3.3 The General English courses are linked to the CEFR levels and this enables students to progress through the levels from beginner to advance. The Pathway business courses are available from Level 3 and Level 4 progressing through to Level 5, providing these students with a coherent route into Higher Education institutions.
- 3.4 The website and printed materials provide students with a wide-range of thorough course information that is accurate and supports them to make informed study and career choices. Information and support for agents is comprehensive, accurate and contributes to the successful recruitment of students.

3.(c) The quality of teaching and its impact on learning

- 3.5 The quality of teaching and the impact on learning is excellent. The majority of lessons are excellent. Teachers are well-qualified, experienced and demonstrate high levels of subject competency and this is reflected in high quality lesson plans.
- 3.6 English language classes are designed to accommodate individual language development goals and provide targeted support. Lesson resources are well chosen resulting in students making excellent progress in class. These lessons are inspiring and motivating with a wide-range of innovative activities. Error correction and pronunciation support is exemplary and results in students making excellent progress. Group activities are stimulating and challenging and students benefit greatly from the wide variety of teaching methods employed. The teachers make excellent use of assessment of students needs in their lesson planning.

- 3.7 Pathway lessons are more academically focussed than the mainstream English language lessons and reflect the need for students to be more responsible for their learning. In a minority of these lessons students found the teacher left little room for students to discuss and explore themes and as a result students were unable to keep up with the pace of the lesson.
- 3.8 Academic support is good with students having appropriate access to teachers outside of lessons. English language students have regular tutorials that includes feedback on progress and targets are set to support independent learning. Pathway students currently have lesson-based tutorials as classes are very small and these are effective in providing guidance on assignments and reinforcing learning outcomes.

3.(d) Attainment and progress

- 3.9 Attainment and progress is good. Student progress in English language is tracked effectively through the CEFR levels with regular testing that enables students to focus on improvement and to support progress onto the next level. Students make excellent progress through the language levels in a timely manner.
- 3.10 Pathway students are monitored through course activities and assignments. Marking is good and includes appropriate guidance on what students need to do to improve. The first cohort of Pathway students are graduating this year and all are progressing as undergraduates into UK universities.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Health, safety and security of the premises is good. There is a detailed health and safety policy that covers all necessary aspects to ensure the health and safety of staff and students. This policy is supported by well-communicated procedures that are consistently implemented and regularly reviewed for effectiveness.
- 4.2 The arrangements for fire safety are well implemented and recorded and conform to statutory requirements. Regular testing of evacuation procedures and fire and safety equipment testing is undertaken and accurate records maintained. The fire safety and first aid policies are clear and shared with staff and students in handbooks as well as on notice boards in classrooms. There is good support available for students who become unwell whilst at the college. There are appropriate risk assessments for external activities and trips that are reviewed regularly to ensure student safety.
- 4.3 The premises are well maintained and decorated to a good standard. All areas including washrooms, are tidy, clutter free and clean and provide a good environment for learning. The premises are secure. The college is on the second floor of the building and as it does not have a lift is not suitable for students with physical or mobility constraints. Classrooms provide a very comfortable environment with appropriate furnishings and there is a very well resourced independent study area with high-specification computers and a good range of study resources that effectively supports students to undertake independent study. There is currently no area other than classrooms for students to congregate, however the college has identified this as an issue and has drawn up detailed plans and contracts are in place for expanding into the next floor with building and conversion work due to commence shortly.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. Currently there is a good manual system that accurately records student attendance in classes but does not enable the recognition of non-attendance patterns to support early intervention. The attendance policy, staff procedures and bespoke electronic information management processes have recently been updated to ensure a consistent approach to non-attendance but it is too soon to measure the impact of these changes. Student attendance is excellent.
- 4.5 The college is not on the Home Office register of Tier 4 sponsors, however there is a clear policy and effective systems and procedures supported by the information system that will provide effective monitoring and management of such students.
- 4.6 The website provides very clear information on the collection and refund of fees and this is reiterated in the course handbooks.

4.(c) Pastoral support for students

- 4.7 Pastoral support for students is very good with highly effective systems to support students with pastoral and personal support. Personal issues are covered in English language tutorials and Pathway students report they feel confident speaking with staff on any issue and they know who to ask for help. Student safety and care has a high focus with clear and well promoted policies to support cultural and religious integration and tolerance. Staff have received training in anti-radicalisation and extremism and there is excellent awareness on this and all forms of bullying. Students report feeling safe at the college, in their accommodation and in the area.
- 4.8 Students receive plenty of information prior to arrival. Induction, undertaken on their first day is comprehensive and successfully supports students to settle into their studies quickly. There is an interesting and varied social programme that enhances the learning experience with trips and include plenty of local activities. Although mainly offered during the periods of large student numbers, appropriate activities are organised at other times in the year responding to student interest and demand. There is a comprehensive information and guidance policy that provides the foundation for successful study and career advice and support that students find very helpful with their career and higher education planning.
- 4.9 Students consider they are well cared for at the college and in their accommodation and inspectors agree with their view.

4.(d) Safeguarding for under 18s

- 4.10 The arrangements for safeguarding under 18's is good with regularly reviewed systems that are underpinned by a detailed and comprehensive policy that complies with guidelines. The designated lead for safeguarding and all staff are trained and supported to ensure young learners are fully monitored and supported. Safeguarding is managed effectively and supported by clear communication between all those involved so that all students are well protected.
- 4.11 There is excellent communication between college staff and host families and young students are very well cared for.

4.(e) Residential accommodation

- 4.12 Residential accommodation is good. Accommodation is provided through an external provider, quality assured by the college and is within short walking distance of the college. The student residence is a good quality and provides a safe and healthy environment for students.
- 4.13 Students under the age of 18 years are always allocated a placement with pre-approved host families where all adult members have undergone enhanced DBS checks. In the rare occasions that a student is unhappy in his host family placement there is no scope in the present system to identify whether there have been issues with the host family in the past. Host families receive excellent support to enable

them to meet the needs of students including a detailed, comprehensive and useful handbook.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight is good. There is a very clear and focussed educational statement that underpins the college's business and focuses on meeting students varying needs. There is effective oversight of the college ensuring it successfully meets its educational aims and the proprietor has excellent insight into the working of the college and consequently strategic development planning is good. Educational standards are high as a result of significant planning and investment in all aspects of the college.
- 5.2 There is a clear vision for expansion in line with the college's aims these are supported by detailed and thorough planning. Financial planning is robust enabling expansion and investment in administration, student and teaching resources.
- 5.3 The college fully discharges statutory responsibilities meeting all its responsibilities for health, safety and safeguarding and appropriate legal permissions are in place.

5.(b) Management structures and responsibilities

- 5.4 Management structures and responsibilities are good. The current management structure reflects the present size of the provision with staff having several areas of responsibility. Staff are well qualified, experienced and supported in their roles and consequently they perform to high standards. Policies are well promoted, reviewed regularly and consistently implemented. The staff handbook is comprehensive and includes appropriate college policies and procedures to enable staff to undertake their roles effectively. There is excellent communication through a wide-range of methods, including a range of electronic messaging systems and meetings. Relationships are friendly with all staff very well motivated, committed to high standards and based on a shared culture of ensuring student satisfaction.
- 5.5 Self evaluation is good and illustrates a good understanding of the strengths and areas for development. This understanding is built up through sharing insights of the college drawn from student feedback, staff appraisals and the day-to-day involvement of the proprietor. The use of data on performance and in other areas is developing rapidly with the use of recently introduced bespoke management system that are being integrated with other sources of information.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance including student feedback is good. Student feedback is collected regularly at the beginning, middle and end of their courses and this is analysed providing managers with valuable information on all areas to support development planning and self assessment. Student feedback consistently records high levels of student satisfaction. Information to date has been based on a range of performance

measures that is too wide and lacking precision to allow quality monitoring and target setting.

- 5.7 Staff performance management is good with regular appraisals and detailed feedback. Teachers are observed quarterly and whilst the outcomes of the observations are recorded and shared, they are not currently set specific targets for improvement so limiting professional development opportunities. There are insufficient opportunities for peer observations to facilitate sharing good practice across the two curriculum areas thereby missing the opportunity to consolidate learning across the subjects.
- 5.8 There is a very clear and appropriate complaints procedure and students and staff confirm they understand what to do if there are any areas of concern.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.9 Staff recruitment, qualifications and suitability checks are excellent. The college meets requirements for safer recruitment and there are accurate and scrupulously maintained records for all staff. All required pre-employment checks, including identity, enhanced DBS and two references are collected prior to confirmation of appointment and records confirm all checks have been completed in a timely manner. Staff files contain all the required information including copies of required documents and all conform to the same standardisation of contents. There is an accurate and well-maintained single register of staff that also includes records of safeguarding, prevent and anti-radicalisation training.

5.(e) Provision of information

- 5.10 The provision of information is excellent. The website provides comprehensive information on courses that includes details on fees and exemplar timetables as well as information on the benefits of the Pathway programmes into UK Higher Education Institutions.
- 5.11 All requests for information before and during the inspection were responded to promptly.

6. RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure that changes in student attendance patterns are detected quickly and acted on appropriately in accordance with the college policies;
- Ensure that the management of information for home stay allocation allows identification of reported issues to be categorised by host family;
- Identify key performance indicators for the whole college to support the quality assurance process;
- Strengthen the self-assessment process by using management data to accurately analyse college performance;
- Support teachers to share good practice across all areas of the curriculum with the focus on innovation and variety in teaching methods;
- Strengthen the appraisal process for all staff to include useful targets.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with senior members of staff and attended registration sessions. Inspectors visited residential accommodation. 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

Mrs Jacqueline Lawrence	Lead Inspector
Mr Mike Coulson	Team Inspector