



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

BRITISH SCHOOL OF MARKETING INTERNATIONAL

(Company number - 08881233)

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Age Range	16+	
Total number of students	51	
Numbers by age and type of study	18+:	51
	EFL only:	33
	FE only:	11
	EFL and FE:	7
Inspection dates	5 - 7 December 2023	

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 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 (BSMI), formerly called Bournemouth School of Marketing International, was established in 2014. It is a private limited company based in the centre of Bournemouth. Governance is provided by the proprietor, who is the principal and responsible for the college's management. The director of studies, the accommodation and welfare officer, and the operations and facilities manager support the principal.
- 1.2 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 college offers international foundation courses in business and management at level 3. It also provides general English courses from beginner to advanced level. Candidates for general English courses can enrol at any time. Students on foundation courses are assessed by application and interview and can enrol in January, May and September. Students can study online or in person.
- 1.3 The college also offers preparation classes for the International English Language Testing Service (IELTS) examination and specialist courses in English for the aviation, oil and gas, and business and marketing sectors. The college also offers bespoke short stays and summer camps for organised groups. These specialist and short courses were not running at the time of the inspection.
- 1.4 At the time of the inspection, 51 students were enrolled. Almost all were studying in person. All students are aged 18 or over, and the majority are male. Eight students were studying under Student visa arrangements. Most students come from Saudi Arabia. A few students are from India. English is an additional language for all students. At the time of the visit, there were two students identified with language and learning difficulties or disabilities. 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 The college was previously inspected in November 2022 when it met all Key Standards and the quality of education was judged to meet expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The academy meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and the quality is satisfactory.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Managers use appropriate assessment arrangements to place students on the most suitable course to meet their educational needs and goals. Courses meet the needs of students with specific learning difficulties or disabilities. The suitability of course provision and curriculum is good. Courses are well planned and ensure students develop the knowledge, understanding and skills they need. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance. The quality of teaching is good. Teachers are well qualified for the subjects they teach. They use their experience and expertise to plan effective lessons that help students progress. Teachers have a good rapport and relationship with their students. Most teachers use assessments well to check students' progress and learning over time. Assessment of students' work on international foundation courses is not always prompt and detailed. Attainment and progress are satisfactory. Most students on general English courses make the progress expected of them. A few students on international foundation courses make less than expected progress from their starting points. Most students complete the courses they are registered on.
- 2.3 Students' welfare, including health and safety, is satisfactory. Appropriate health and safety policies and arrangements are in place to ensure the health and safety of students and staff. The college has a satisfactory level of fire safety which conforms to legal requirements. The college provides students and staff with a comfortable learning environment. The college building is adequately maintained. Tidiness and cleanliness are satisfactory. The college maintains accurate admissions and attendance registers. Managers use effective systems to monitor attendance and contact students promptly when they miss classes. A minority of students do not attend their lessons regularly enough or on time. The proprietor is responsible for recruiting, monitoring and overseeing students studying under Student visa arrangements. Where students do not fulfil the requirements for attendance, the proprietor makes the necessary reports to the Home Office. Pastoral support is satisfactory. Arrangements to monitor the progress of students on international foundation courses are underdeveloped. Safeguarding arrangements are satisfactory. Managers ensure that suitable safeguarding policies and procedures are effectively implemented to safeguard learners under the age of 18. Residential accommodation is satisfactory. Ongoing quality checks of homestay accommodation are completed but are not always systematically recorded.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. Ownership and oversight are satisfactory. The proprietor provides clear education direction in line with the college's aims. They are fully engaged in the college's strategic development, providing effective financial management. The proprietor

works effectively with managers to ensure their responsibilities for oversight of safeguarding and for welfare, health and safety are met to an acceptable standard. Management structures and responsibilities are satisfactory. The proprietor successfully recruits staff with the relevant experience and qualifications they need to carry out their roles effectively. Quality assurance arrangements are satisfactory. The self-evaluation process accurately identifies the college's key strengths. Managers have recently identified some relevant priorities for improvement. However, these actions have not yet been successfully implemented to ensure all students benefit from a consistently high-quality experience. A comprehensive management information system has recently been developed to provide staff with the data they need to monitor all aspects of the college provision accurately. However, at the time of inspection, the system was not fully operational and reliable. Staff recruitment, qualifications and suitability checks are satisfactory. The provision of information is satisfactory. However, management information records are not always well organised or meticulously kept.

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

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

- 3.1 The assessment of students prior to or on arrival is good. Managers use appropriate arrangements to assess students' starting points effectively. This information helps managers to place students on the most suitable course to meet their educational needs and goals. Tutors use assessment information well to plan lessons to meet students' needs and learning priorities.
- 3.2 Students receive clear and accurate information about the curriculum the college provides. As a result, students can make informed decisions about the most suitable courses before they commence their studies.
- 1.6 Managers have established effective arrangements to identify and understand the needs of students with specific learning difficulties or disabilities. Managers and tutors use this information well to ensure that the curriculum and teaching meet their individual needs. As a result, students with specific needs progress and achieve.

3.(b) Suitability of course provision and curriculum

- 3.3 The suitability of course provision and curriculum is good. Managers have chosen and developed courses which meet the college's aim and educational purpose, as well as the goals and aspirations of students.
- 3.4 Courses are well planned and ensure students develop the knowledge, understanding and skills they need. International foundation courses help students to understand the business environment and how to manage business operations and resources. General English courses help students develop confidence and fluency in their spoken English and their understanding of grammar.
- 3.5 Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office Guidance. Students are enrolled on a full-time programme of at least 15 hours a week, leading to a qualification at level 3. Students attend classroom-based daytime study five days a week. Students are registered with the appropriate awarding body whilst undertaking their courses.

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

- 3.6 The quality of teaching is good. Teachers are well qualified for the subjects they teach. They use their experience and expertise to plan effective lessons that help students progress. Teachers have a good understanding of students' backgrounds and interests. They use a range of stimulating learning resources, such as business case studies, research articles and language audio clips, to engage students and provide valuable opportunities for discussion and collaboration.

- 3.7 Most teachers are skilled at integrating students studying online with those attending in person. Most teachers use learning technologies well to share resources and communicate effectively with students studying remotely. This helps students to actively participate in the lesson and develop their knowledge and skills.
- 3.8 Teachers have a good rapport and relationship with their students. Teachers challenge students well in lessons to develop their applied English skills by providing good opportunities for students to read aloud, practise their pronunciation and expand their vocabulary. Teachers regularly set homework activities to help students consolidate their learning, develop their independent learning skills, and take responsibility for their educational progress. The teaching encourages respect for and tolerance of others. Teaching does not undermine fundamental British values.
- 3.9 Most teachers use assessments well to check students' progress and learning over time. Students on general English courses benefit from frequent assessments and consistently constructive feedback, which helps them understand how to improve their English and make progress. The assessment of students' work on international foundation courses is not always prompt and detailed. As a result, a few students make slow progress in producing the evidence they need to pass their coursework units successfully.

3.(d) Attainment and progress

- 3.10 Attainment and progress are satisfactory. Most students on general English courses make the progress expected of them. They develop the applied speaking, listening, reading and writing skills they need to progress to the next stage of their education. A few students on international foundation courses make less than expected progress from their starting points. They produce work of a satisfactory standard. Most students complete the courses they are registered on.

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 are satisfactory. Appropriate health and safety policies and arrangements are in place to ensure the health and safety of students and staff. Managers provide relevant information, guidance and training to ensure staff and students know what to do in an emergency. The college has a satisfactory level of fire safety, which conforms to legal requirements. Firefighting and first aid equipment are appropriately checked and maintained. A suitable number of staff are trained in first aid and as fire marshals. The college has a satisfactory written policy on first aid, which it implements effectively. Health and safety records are suitably maintained. These arrangements help to ensure the safety of staff and students.
- 4.2 The premises provide students and staff with a comfortable learning environment. The college building is adequately maintained. Tidiness and cleanliness are satisfactory. There are sufficient washrooms for staff and students. Free drinking water is available. Classrooms are furnished, equipped and decorated to an appropriate standard. The lighting, heating, sound insulation and ventilation in the college are satisfactory.
- 4.3 Security arrangements are adequate, and students feel safe at the college. Access to the college allows all students to enter and leave the premises safely. However, due to the design of the building, the college is not accessible to wheelchair users.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are satisfactory. The college maintains accurate admissions and attendance registers. Managers use effective systems to monitor attendance and contact students promptly when they miss classes. Managers issue relevant warnings to students where their attendance levels fall below the college's expectations, which are clearly outlined in the attendance policy. A minority of students do not attend their lessons regularly enough or on time.
- 4.5 The proprietor is responsible for the recruiting, monitoring and overseeing students studying under Student visa arrangements. Where students do not fulfil the requirements for attendance, the proprietor makes the necessary reports to the Home Office. The average attendance for students continuing their studies on Student visa arrangements was over 85 per cent at the time of inspection.
- 4.6 Students are clear about the procedures for collecting and refunding fees and deposits and feel they are fair.

4.(c) Pastoral support for students

- 4.7 Pastoral support is satisfactory. Managers ensure students receive a suitable induction, which helps them to understand the college's policies and procedures.

This helps to prepare them for their studies and settle into their course. Managers and tutors know their students well. They provide an appropriate level of pastoral support and guidance to ensure their needs are met. Students' progress on general English courses is effectively monitored and appropriate pastoral support is provided if needed. However, arrangements to monitor the progress of students on international foundation courses are underdeveloped. As a result, managers and teachers do not always have the information they need to intervene promptly where students are making less than expected progress, to support them to catch up and improve.

- 4.8 Relationships between staff and students and amongst the students themselves are positive and productive. Appropriate policies and procedures for dealing with bullying and abuse are implemented effectively. Staff are clear on their responsibilities and the actions to take if incidences were to occur. Managers have implemented appropriate arrangements to protect students from the risks associated with radicalisation and extremism.
- 4.9 Managers signpost students to a few social activities they could participate in around the local area, such as a conversation club for international students. In the summer months, managers organise a few trips and visits to engage students participating in short stays and summer camps for organised groups.
- 4.10 Managers ensure students receive appropriate progression guidance to help them understand the options available to them at the end of their course. Managers have established effective links with university partners who provide students with practical advice on progression to university. This helps them feel prepared for their next steps.

4.(d) Safeguarding for under 18s

- 4.11 Safeguarding arrangements are satisfactory. Managers ensure that suitable safeguarding policies and procedures are effectively implemented to safeguard learners under the age of 18. Students are provided with relevant guidance on the college's safeguarding arrangements and how to stay safe online. They know how to access support when needed.
- 4.12 Appropriate staff take on the role of designated safeguarding lead and deputy lead. They complete relevant safeguarding training to understand their responsibilities. All other staff complete safeguarding training at the appropriate level. Managers ensure that safeguarding concerns are appropriately recorded and monitored. Managers ensure that staff undergo enhanced Disclosure and Barring Service (DBS) checks to confirm their suitability to work with children and young people.

4.(e) Residential accommodation

- 4.13 Residential accommodation is satisfactory. The college has an effective partnership with an externally managed student accommodation provider. Managers ensure the residence is appropriately monitored and registered in accordance with local

authority requirements. The residence provides modern, clean, and safe accommodation to students over the age of 18. Students benefit from access to a gymnasium and comfortable social spaces supporting their personal development.

- 4.14 Students can also choose to stay in homestay accommodation, which is adequately organised and managed by the college. Managers complete the necessary safety checks to ensure homestay residences are safe, secure and clean. However, ongoing quality checks are not always systematically recorded. Managers ensure that relevant DBS checks are completed for homestay families where required. There were no students under the age of 18 in residential accommodation at the time of the inspection.
- 4.15 Students in homestay accommodation can access appropriate pastoral support from the college when required. Managers collect and review students' feedback on their accommodation, taking appropriate action when required. Most students are satisfied with the quality of accommodation provided.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are satisfactory. The proprietor provides clear education direction in line with the college's aims. The proprietor is fully engaged in the college's strategic development, providing effective financial management. The proprietor has implemented adequate policies and procedures for monitoring the performance of the college. This helps to ensure that the college's legal obligations and statutory duties are met.
- 5.2 The proprietor has effective relationships with staff at all levels. The proprietor works effectively with managers to ensure their responsibilities for oversight of safeguarding and for welfare, health and safety are met to an acceptable standard.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are satisfactory. The proprietor successfully recruits staff with the relevant experience and qualifications they need to carry out their roles effectively. The management structure is adequate to meet the current size and scale of the college's operation and to meet students' needs.
- 5.4 Academic managers have recently introduced a few valuable staff development and training opportunities. This supports teachers to develop their teaching practice and to understand awarding body guidance for the courses they teach. Managers have implemented appropriate mechanisms to observe teachers and provide them with valuable and constructive feedback, which helps them improve.
- 5.5 The majority of staff have recently been recruited and have not yet completed an annual performance review. However, managers have a clear and effective appraisal processes in place to evaluate performance at the appropriate time and identify any relevant professional development opportunities.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance arrangements are satisfactory. Managers have implemented an adequate self-evaluation process which accurately identifies the college's key strengths. Leaders and managers have recently made changes to the management and monitoring of general English courses which have led to some improvements in the quality of education. However, managers have not yet effectively implemented all the required priorities for improvement to ensure all students benefit from a consistently high-quality experience.
- 5.7 A comprehensive management information system has recently been developed to provide staff with the data they need to monitor all aspects of the college provision accurately. However, at the time of inspection, the system was not fully operational

and reliable. As a result, managers cannot quickly access the information they need to raise and maintain high standards in all aspects of the colleges' work.

- 5.8 Managers systematically collect feedback from students and respond appropriately when needed. A clear and transparent complaints procedure is in place and effectively implemented. The procedure includes appropriate arrangements for the external independent adjudication of any unresolved complaints.

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

- 5.9 Staff recruitment, qualifications and suitability checks are satisfactory. Managers ensure that all the appropriate checks are carried out to ensure staff are suitable to work with students under 18. Staff files include a clear record of the necessary suitability checks, including identification and the right to work. Appropriate references are taken up and verified. A central record of completed checks is maintained. Managers updated the central record during the inspection to correct minor recording omissions.

5.(e) Provision of information

- 5.10 The provision of information is satisfactory. Managers provided the information required by inspectors to enable them to conduct the inspection effectively. However, management information records are not always well organised or meticulously kept. The college website includes accurate information for students and prospective students to help them make informed choices about their studies.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Put in place appropriate arrangements to ensure all students attend regularly and on time.
- Ensure students on international foundation courses receive prompt and detailed feedback which helps them improve their standard of work.
- Implement effective progress monitoring arrangements to ensure students on all courses make the progress expected.
- Ensure ongoing quality checks of homestay accommodation are systematically recorded and monitored.
- Fully implement quality improvement action plans to ensure that all students consistently benefit from a high-quality 2experience.
- Ensure management information systems are systemically organised and maintained to help managers raise and maintain high standards.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with the proprietor and other senior members of staff and attended registration sessions. Inspectors visited the student residence and held discussions with providers of providers of homestay accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the academy.

Inspectors

Mr Steve Ingle	Lead Inspector
Mrs Margaret Arokiasamy	Team Inspector