



**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 Mr Daniel Booker

Proprietor Ms Duygu Cevik

Age Range 16+

Total number of students 11

Numbers by age and type of study

16–17	0
18+:	11
EFL only:	6
FE only:	5

Inspection date **18 November 2025**

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 The British School of Marketing International (BSMI), formerly known as the Bournemouth School of Marketing International, was established in 2014 as a private limited company. It is located in the centre of Bournemouth. It aims to help 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. Governance is provided by the proprietor, who, together with the newly appointed principal, is responsible for the management of the college.
- 1.2 BSMI offers courses to students over the age of 16. General English classes are aligned with the Common European Framework of Reference for Languages (CEFR) and are available from beginner to advanced levels. Students complete an online placement test prior to arrival and can enrol at any time. They can study in person or online.
- 1.3 Students enrolling on the one-year International Foundation Pathway (IFP) course in Business currently complete the BTEC Level 3 National Diploma in Business qualification. They can enrol in September. Their suitability is assessed through the application process and an interview. Students must provide evidence of their previous educational qualifications and an International English Language Testing Service (IELTS) score of 4.5 or above across all components.
- 1.4 The college also offers Diplomas in Business and Management at levels 3, 4 & 5 accredited by Awards for Training and Higher Education (ATHE), International Year 1 and 2 in Business and Management, preparation classes for the IELTS examination, academic English programmes such as pre-sessional and pre-master's courses, and specialist academic English courses for the oil, gas and aviation industries. Additionally, bespoke summer camps can be arranged for closed groups. These specialist and short courses were not running at the time of inspection.
- 1.5 At the time of inspection eleven students were enrolled. They were all over the age of 18 and the majority were male. Approximately half of them were studying online. The large majority of students come from Saudi Arabia. English is an additional language for all students. Two students were studying under Student visa arrangements. No students were identified as having additional learning needs or disabilities.
- 1.6 The college arranges homestay accommodation for students. Its premises are not accessible to wheelchair users because the building has stairs and no lift.
- 1.7 The college was previously inspected on 22 October 2024, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.8 This monitoring visit has been extended due to a change of 30% or more in the type of provision. For this reason, Section 3 of the Educational Oversight Framework will be looked at in detail.

1.9 The recommendation from the previous report is:

- Continue to monitor attendance and take the necessary action to ensure all students attend regularly.

2. SUMMARY OF FINDINGS

2.1 **The college does not meet expectations.** The quality of education found at the last inspection on 22 October 2024 has not been maintained. The college does not meet the following Key Standards:

1. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe. **[40]**
2. The leadership of the college or language school provides clear educational direction, which is reflected in the quality of education provided, the care of students, and the fulfilment of the college or language school's stated purpose, or its aims and ethos. **[45]**
3. An enhanced DBS and barred list check is carried out for all staff and volunteers who will provide unsupervised teaching, training, instruction, care, supervision, guidance on well-being for students under eighteen. **[55]**

2.2 The quality of the curriculum, teaching and learners' achievements is good. Assessment of students prior to and on arrival at the college is good. Courses are well matched to students' needs, aspirations and the stated aims of the college. Course provision is satisfactory. English language courses are well structured to enable students to progress to the next level. Planning of the new BTEC course requires further development to ensure that it fully meets all awarding body requirements. It must also ensure that students are well prepared for the rigour of internal and external assessments. Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. Teaching is good. Teachers plan lessons well to suit students studying online or in person and the mixed abilities within their classes. They use technology effectively to ensure that all students are individually supported. Teachers use a variety of teaching methods and resources, which keep students interested. They check students' understanding effectively and consistently correct mistakes. Consequently, the large majority of students make good progress in lessons. Students on English language courses make good progress towards their learning goals. The large majority of IFP students successfully pass their course and progress to university.

2.3 Students' welfare, including health and safety, is unsatisfactory. Health, safety and security of premises are satisfactory. Adequate fire safety arrangements exist. Fire drills are carried out annually, but not as frequently as the college policy dictates. Premises are fit for purpose and well maintained. Student registration and attendance records are good. Arrangements to report to the Home Office are secure. Procedures to follow up absences are implemented; however, they do not always result in the desired improvements, and a minority of students still have poor attendance and punctuality. Pastoral and personal support for students is good. Safeguarding of students under the age of 18 is unsatisfactory. There are a Designated Safeguarding Lead (DSL) and a Deputy DSL, who are both appropriately

trained. All staff have training and understand their safeguarding responsibilities well. However, the college has not made Disclosure and Barring Service (DBS) checks on all staff prior to their appointment, and not all safer recruitment practices are consistently followed.

- 2.4 The effectiveness of governance, leadership and management is unsatisfactory. Ownership and oversight of the college are unsatisfactory. The proprietor fulfils their obligation to ensure that a good standard of education is maintained and to ensure the health, safety and welfare of students. All legal permissions are met. However, the proprietor has not maintained effective oversight of staff recruitment procedures to ensure that students under the age of 18 are safeguarded effectively. The college has not followed its own policies on safeguarding and staff recruitment. Management structures and responsibilities are good, and educational direction is clear. Staff recruitment and suitability checks are unsatisfactory. All necessary checks are made on staff's identity and right to work in the UK. However, DBS checks are not always made in a timely manner. References are not always checked and verified to ensure they come from a genuine and reputable source. Provision of information is satisfactory.

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 of students prior to and on arrival at the college is good. Students studying English language courses undertake an online placement test and interview prior to arrival that ensures their CEFR level is accurately identified. This information is used effectively by teachers to plan an appropriate course of study and support students individually. Business students are effectively assessed through the application process and an online interview to ensure their suitability for the course. Consequently, most students complete the course for which they registered.
- 3.3 The application process effectively identifies any additional English language support needs for IFP students, and this forms an integral part of the BTEC business course. Students are encouraged to disclose any additional learning needs or disabilities during the application process. However, at the time of inspection no students had declared any such needs.
- 3.4 Course provision is satisfactory. Students are well educated in accordance with the stated aims of the college. English language courses are well matched to students' objectives and are flexible to meet their individual needs so that they can study in person or online. The college has a clear statement of educational purpose, supported by appropriate lesson plans for each class. Planning for the first units of the new BTEC course, which are currently being delivered, is secure. Students are appropriately registered with the awarding body.
- 3.5 Courses match those detailed on the college website. Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. These students study over 15 hours a week of classroom-based daytime study.
- 3.6 The quality of teaching and learning is good. Well-qualified and experienced teachers plan their lessons well. They have a good understanding of their students' aptitudes, cultural backgrounds and individual needs. They use this information effectively to plan lessons to suit the mixed abilities and patterns of study within their classes. They manage the classroom well to provide for students' differing needs and ensure that both students online and in person are participating and receive sufficient teacher support. Classroom facilities and technology are used highly effectively to support learning so that students studying online can access all the resources and participate fully. Teachers use a variety of teaching methods and resources, which keep students interested and on task. As a result, students are attentive in class. They work well collaboratively in pairs or small groups, including where students attend remotely. Teachers consistently correct grammar and spelling and check understanding of key terms. Consequently, a large majority of students make good progress in lessons. Teaching does not undermine fundamental British

values and does not discriminate against students with protected characteristics, as defined by the Equality Act 2010.

- 3.7 Assessment of students is regular and fair. English language students are assessed thoroughly through weekly tests. BTEC students complete mock examination papers and practise assignments to assess their progress and understanding. All students are set daily homework, which is marked promptly, and students receive good written and verbal guidance on how to improve their work. Teachers analyse students' strengths and areas for improvement and provide a detailed report on all aspects of their academic progress with a suggested study plan. Consequently, students are encouraged to work independently and take responsibility for their own educational progress and time in the UK.
- 3.8 Students' progress and attainment are good. All students on English language courses complete their programme of study and make good progress towards their learning goals. The large majority of IFP students successfully pass their course. All those who pass progress to university.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Continue to monitor attendance and take the necessary action to ensure all students attend regularly.
- 4.3 Unsatisfactory progress has been made towards this recommendation. The policy on attendance and punctuality has been strengthened. However, poor attendance is still an issue in English language classes, and a minority of students have poor punctuality.
- 4.4 Health, safety and security of premises are satisfactory. The college premises are fit for purpose and well maintained. Free drinking water is provided for students to support their well-being. Fire safety arrangements are adequate. A suitable fire risk assessment is in place. Sufficient fire-fighting equipment is provided and suitably maintained. Fire drills are carried out annually, but this is not as frequently as the college health and safety policy states. Sufficient staff are trained as fire marshals and first aiders. A suitable first aid policy is in place and implemented effectively. Accidents are few, but those that do occur are recorded accurately.
- 4.5 Student registration and attendance records are good. The college keeps accurate admissions and attendance records. There is an appropriate attendance policy that is implemented effectively. Absences are followed up promptly to ensure students' safety and warning letters are issued if a student's attendance does not meet expectations. However, these actions do not always result in the desired improvement. A minority of students, particularly on English language courses, have low attendance and punctuality. Procedures for reporting to the Home Office where students fail to meet registration or attendance requirements are secure. The attendance of the two students studying under Student visa arrangements is high at approximately 97%.
- 4.6 Pastoral and personal support for students is good. The proprietor acts as the welfare officer and effectively deals with welfare, accommodation and administrative issues. Students are provided with an emergency telephone number and can seek emergency help at any time so that students feel well supported. Comprehensive and detailed policies and procedures reinforce student welfare. Consequently, students feel safe. Relationships between students and staff and between students themselves are good.
- 4.7 Safeguarding arrangements are unsatisfactory. A suitable safeguarding policy and other policies and procedures, such as the staff code of conduct, are in place and well communicated to staff. The DSL and Deputy DSL are both trained to the appropriate level. All other members of staff are also well trained in safeguarding. Consequently, all staff understand their responsibilities well. Staff have received

training in preventing radicalisation and extremism and ensure that students are informed of how to protect themselves from these dangers. Students are also given good guidance on keeping themselves safe online. The college takes appropriate steps to secure its internet networks so that students are not exposed to harmful material and information is secure. An accurate single central record (SCR) is maintained. However, the college has not made DBS checks on all staff in a timely manner, and not all safer recruitment practices are consistently followed in line with the college's own policies and procedures.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. Not all Key Standards continue to be met.
- 5.2 Ownership and oversight of the college are unsatisfactory. The proprietor is closely involved in the day-to-day running of the college and has ambitious plans in place for its development. She fulfils her obligations to ensure that a good standard of education is maintained in line with its aims and ethos. She fulfils her duties to ensure the health, safety and welfare of students. All legal permissions are met. However, the proprietor has not maintained effective oversight of staff recruitment procedures to ensure that students under the age of 18 are safeguarded effectively.
- 5.3 Management structures and responsibilities are good. There is an effective relationship between the proprietor and principal. Educational direction is clear. However, staff delivering and managing the new BTEC Business course have not taught this course before. They have not yet received sufficient training to ensure that their planning and delivery fully meet awarding body requirements and prepare students well for the rigour of assessments and external examinations.
- 5.4 Staff recruitment and suitability checks are unsatisfactory. All necessary checks are made on staff's identity and right to work in the UK. Records of these checks are recorded accurately on the SCR. However, the dates of these checks do not always meet safer recruitment guidelines. DBS checks have not been made in a timely manner. As a result, some staff have commenced employment without the necessary clearance in place. In these cases, the college has not put in place and implemented appropriate risk assessments to ensure the safety of students under the age of 18. Two references are requested for each member of staff. However, they are not always reviewed and verified prior to the commencement of employment to ensure they come from a genuine and reputable source.
- 5.5 Provision of information is satisfactory. The college website contains a good range of information for students. Most of the information requested by the inspectors was provided; however, not always in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

The college has not maintained the good quality found at the last inspection.

Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the college must:

1. Ensure that appropriate safeguarding arrangements are put in place and are regularly reviewed to keep all students safe. Train managers appropriately so that they follow all safer recruitment guidance. **[Key Standard 40]**
2. Implement effective oversight procedures which ensure that the proprietor is effective in discharging their responsibilities for safeguarding and staff recruitment. **[Key Standard 45]**
3. Ensure an enhanced DBS and barred list check is carried out for all staff and volunteers who will provide unsupervised teaching, training, instruction, care, supervision, guidance on the well-being for students under 18 prior to commencement of employment. Where DBS clearance has not been received prior to appointment ensure that appropriate risk assessments are carried out and implemented. **[Key Standard 55]**

Recommendations for further improvement

In addition to the above action points, the college should make the following improvements:

- Check and verify references to ensure their validity prior to commencement of employment for all staff and record these accurately.
- Implement procedures and processes that ensure all students attend regularly and arrive punctually for lessons.
- Train staff so that their planning and delivery of the BTEC Business course fully meet awarding body requirements and prepare students well for the rigour of assessments and external examinations.
- Ensure that fire drills are carried out more frequently in line with college policy.

7. 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
Ms Jane Beeson	Team Inspector

8. FINANCIAL SUSTAINABILITY CHECK

A financial sustainability check was not carried out.