



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

BRITISH SCHOOL OF MARKETING INTERNATIONAL

(Company registration number - 08881233)

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Principal	Ms Duygu Cevik
Proprietor	Ms Duygu Cevik
Age Range	16+
Total number of students	23
Numbers by age and type of study	16 to 17 0
	18+: 23
	EFL only: 2
	FE only: 21
Inspection dates	14 to 16 April 2026

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 Independent Schools Inspectorate (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 The British School of Marketing International (BSMI) was established in 2014 as a private limited company. It is located in the centre of Bournemouth. It aims to awaken the entrepreneurial spirit in every student through courses with a real-world focus on business, built upon practical knowledge. Governance is provided by the proprietor, who also acts as college principal and who, together with a senior academic manager, 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 and interview 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 or the ATHE Level 3 Diploma. Students' suitability for these programmes is assessed through an application process and an interview. Students for these courses must provide evidence of their previous educational qualifications and must have an International English Language Testing Service (IELTS) score of 4.5 or above across all components, or have previously completed the pre-sessional programme in English at the College.
- 1.4 The college also offers summer programmes for groups, ATHE qualifications at level 4 and 5, and a range of specialist programmes in marketing, digital marketing and business. These programmes were not running at the time of inspection.
- 1.5 At the time of inspection, there were 23 students enrolled. They were all over the age of 18, with male students slightly in the majority. Most of the students come from Saudi Arabia and all speak English as an additional language (EAL). Three students were studying under Student visa arrangements. No students had identified special educational needs and/or disabilities (SEND).
- 1.6 The college arranges accommodation for students both under and over 18. Students who are under 18 have the option of homestay. This was not in use at the time of inspection. Students who are over 18 have the option of renting small studio flats independently.
- 1.7 The college premises are located on two floors in the centre of Bournemouth in a building without a lift. The college is not accessible to wheelchair users due to the nature of the building.
- 1.8 The action points from the previous inspection report are
 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 wellbeing 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]
- 1.9 The recommendations from the previous inspection report are:
- 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.

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 satisfactory.
- 2.2 The quality of the curriculum, teaching and learners' achievements is satisfactory. Courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification according to Home Office guidance. The courses meet the needs of students. Initial assessment of students is detailed and effective in placing them on the correct level of study. Teaching, learning and assessment are satisfactory and promote core British values of democracy, the rule of law and tolerance. Teachers are effective in ensuring that students are able to access the curriculum through well-planned teaching and appropriate use of resources. However, the use of checks on learning to ensure progress for all students is inconsistent. Progression for students to higher education is good. At the time of the inspection, no students were identified as having SEND, but the college is able to determine any additional needs during initial assessment and has measures in place to support learners who need help. Work set in class is appropriate for the needs of students based upon their prior knowledge as well as their intended aims. This approach means that students feel very positively about the experience they receive at the college. The college has responded well to the recommendation from the previous monitoring visit regarding punctuality, and all lessons start and finish promptly. The college's response to recommendations from the previous monitoring visit regarding the development of BTEC is good.
- 2.3 Students' welfare, including health and safety, is satisfactory. The standard of buildings is appropriate for study and the delivery of the chosen courses. Buildings, including residential accommodation, are secure and comply with relevant health and safety legislation. The college has no catering provision but provides a small common room area for students to use. Measures to reduce the risk of fire are effective, and a suitable first aid policy is implemented well. The college has responded well to the recommendation from the previous monitoring visit regarding increasing the frequency of fire alarm tests, and this is in place and shows improved evacuation times. Attendance rates are satisfactory. The college follows up non-attendance robustly and has additional processes in place should students be under the age of 18 and meets Home Office reporting requirements. Pastoral care is good and students feel well supported by their teachers. The management of residential provision, including suitable checks on homestay providers, is satisfactory.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The proprietor takes their responsibilities seriously and discharges them appropriately. The college has responded well to the action points from the previous monitoring visit regarding the appropriate checks on new staff, and this is now securely in place. Processes to recruit staff are satisfactory. The proprietor has all necessary legal permissions and fulfils all duties with regard to health and safety. Procedures are in place to meet statutory guidance should the college enrol students under the age of 18. The college's aim to enable entrepreneurial development through the delivery of

business courses is evident in both activity for students and the college's strategic planning. Strategic direction for the college is clearly outlined in a detailed development plan, which is used by the proprietor and senior academic manager to build provision and improve student experience. Mechanisms for monitoring and improving educational standards, including student feedback and complaints handling, are in place and facilitate improvements in student outcomes and experience. While quality assurance processes are effective there is currently no quality assurance policy that clearly outlines all of the provider's systems and processes. Staff feel well supported by the senior leadership of the college, and there is a good relationship between staff and leaders. The college has an appropriate range of information on its website, including an appropriate range of policies and these are easily accessible. Provision of information is satisfactory.

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.
- 3.2 Students enrolling at the college are effectively assessed prior to enrolment through a range of methods, including testing against the Common European Framework of Reference for Languages (CEFR), to ensure appropriate language support can be put in place.
- 3.3 Pre-entry processes include academic suitability checks, English language assessment, and online interviews and credibility checks. International recruitment includes verification of documentation such as academic transcripts, proof of English language proficiency, and financial evidence where required. Pre-confirmation acceptance of studies (CAS) and visa compliance checks are in place, supporting regulatory requirements.
- 3.4 All students are also interviewed by the principal personally and detailed notes of this process are kept. These are used carefully to ensure that students are enrolled onto appropriate courses that match both their current level of education as well as their chosen destination.
- 3.5 During the inspection, no students were identified by the college as having SEND. However, procedures and appropriate support are in place should they be required.

3.(b) Suitability of course provision and curriculum

- 3.6 The suitability of course provision and curriculum is good.
- 3.7 The vast majority of students at the time of inspection were following a university foundation pathway which included level 3 study. These programmes, as well as the intended progression routes, are clearly outlined in college promotional material.
- 3.8 As a result, students have a clear idea of what the next steps could be for their progression, and the majority of students move on from the college directly into a UK higher education provider. This demonstrates that advice and guidance is effective.
- 3.9 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 a minimum of 15 hours of daytime, weekday lessons.

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

- 3.10 Teaching quality is satisfactory. The college has suitably qualified staff who use their experience effectively to enable students to learn. Students enjoy their lessons and feel well supported by teachers in improving their academic standard. Teaching is delivered with some learners online and some in class.
- 3.11 Teaching was broadly good, and at least satisfactory. In the best lessons, teachers skilfully developed students' understanding through probing questions, alongside personalised support, to enable students to understand English and more complex topics. Where teaching was less effective, there were fewer checks on learning.
- 3.12 Classroom resources are satisfactory, with teachers spending time developing bespoke notes and online resources for students, alongside worked examples. For example, in business BTEC lessons, students were given detailed examples of concepts regarding cashflow and business liquidity and then they worked on specific questions in preparation for the BTEC examinations. This specific development of BTEC demonstrates good progress against the recommendation from the previous monitoring visit.
- 3.13 Teachers have high expectations for their students' engagement with learning, attendance and punctuality. This supports a purposeful atmosphere in classes.
- 3.14 Good use is made of resources to support and promote learning. Resources are appropriate, as are the classrooms used for teaching. There is appropriate use of IT to enable remote learning to take place. The teaching does not undermine the Equality Act or fundamental British values.
- 3.15 Assessment of work is suitably detailed and effective in enabling students to know what they need to do to improve. The tracking of students' progress, both during and between lessons, is inconsistent.

3.(d) Attainment and progress

- 3.16 Attainment and progress are good overall.
- 3.17 The majority of students who enrol at the college on the IFP programme complete the course. Those that did so in the last academic year all progressed to a higher education institution in the UK. This meets their needs.
- 3.18 All English programmes follow Common European Framework of Reference for Languages (CEFR) standards.

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. The college building is in a satisfactory state of repair. The building and classrooms are fit for purpose. The security of the building is satisfactory. Students feel safe, and both students and staff understand potential risks relating to the town-centre site.
- 4.2 Tidiness and hygiene are satisfactory and classrooms are suitably furnished and decorated to an appropriate standard. There are sufficient washrooms for students and staff. All furniture and fittings within the college are appropriate for the range and ages of learners as well as the activities undertaken.
- 4.3 Measures to reduce the risk of fire are effectively implemented, including the implementation of more frequent regular fire drills, which are recorded in detail. Progress against the recommendation from the previous inspection, with regard to measures relating to the risks of fire, is good.
- 4.4 Effective arrangements are in place to ensure the health and safety of students and staff. Records are systematically kept and training for staff and students is appropriate, with sufficient first aiders and appropriate provision in place. There is a suitable first aid policy which is implemented effectively.
- 4.5 Free drinking water is available. The college does not provide catering facilities. Risks within the building used for teaching are low due to the only activities taking place being classroom-based teaching. The college building is not used for other activities.

4.(b) Student registration and attendance records

- 4.6 Student admission, registration and attendance records are good and are properly maintained.
- 4.7 The college has developed its own in-house systems of record-keeping, which is highly detailed, and effective in allowing staff to monitor students, both before and after enrolment.
- 4.8 Attendance rates vary between 85% and 93% by programme. Attendance is monitored carefully using electronic systems, and any absence or lateness is effectively recorded as well as challenged by teachers. If students are under the age of 18, additional checks and polices are in place. Students who are under 18 are clearly identified on the college's systems.
- 4.9 Progress against the recommendation from the previous monitoring visit, regarding attendance, is good with all lessons starting promptly.
- 4.10 The college has appropriate procedures to notify the Home Office if required. At the time of inspection, the college had recently notified the Home Office of a student who had failed to enrol despite entering the UK. Notification to the Home Office and

withdrawal of the Confirmation of Acceptance to Study (CAS) was done in a timely manner and good records of this process were kept.

- 4.11 The college has a clear process in place for refund of fees, if required, and this is clearly outlined to prospective students on the website, as well as in communications offering a potential student a place at the college.

4.(c) Pastoral support for students

- 4.12 Pastoral support is satisfactory. The college effectively promotes fundamental British values, and supports students from a diverse range of backgrounds in a sensitive way.
- 4.13 Relationships between staff and students are good. Staff understand students' needs, and students trust their teachers to help them. Students are able to describe how to seek help and advice if they are in need of support and this is supported by appropriate policies in relation to student pastoral care.
- 4.14 Effective impartial careers advice is in place. Combined with partnership support from local universities, this contributes to effective progression for students from the college into higher education. Students are extremely positive about the pastoral support and care received from their teachers.
- 4.15 Pre-enrolment and induction guidance is good, with information enabling effective preparation for life in the UK.
- 4.16 Social activities for students are satisfactory, with a small range of events in place, largely related to the curriculum. Many students study online or have families and, as a result, these events are infrequent. However, staff are sensitive to this as well as the cultural backgrounds of many students, and use opportunities to support wider engagement such as work with local businesses or celebrating events such as Eid.

4.(d) Safeguarding for under 18s

- 4.17 Child protection is satisfactory.
- 4.18 Appropriate safeguarding arrangements are in place and are regularly reviewed and updated by the designated safeguarding lead (DSL). The single central record of appointments (SCR) is comprehensive and securely maintained electronically.
- 4.19 Staff receive regular, up-to-date safeguarding and training, including in the 'Prevent' duty, with records and certificates appropriately held on file. All staff have a good understanding of contextual safeguarding risks.
- 4.20 The premises are not used for other activities, and safeguarding arrangements are routinely reviewed to ensure continued effectiveness.
- 4.21 Following the action point from the last monitoring visit, leaders have responded by having improved processes in place and a well-defined safeguarding leadership role, with additional training. Progress against this action point is good.

4.(e) Residential accommodation

- 4.22 Residential accommodation is satisfactory. Arrangements for accommodation, through homestays, halls of residence or otherwise, are appropriately managed, monitored and registered in accordance with national requirements
- 4.23 Accommodation for students who are over 18 is managed by a separate company to the college, or arranged by students themselves independently. At the time of the inspection, all students were over 18 and in almost all cases arranged their own accommodation. Where the college supported students to find accommodation this was beneficial to the students' experience of the course and the UK.
- 4.24 Arrangements are in place to ensure the health and safety of tenants, including appropriate measures to reduce the risk of fire, in accommodation sourced by the college. Security of residential buildings is satisfactory.
- 4.25 At the time of the inspection, there were no students under 18 in accommodation, nor any future bookings.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight is satisfactory. The proprietor understands their responsibilities and discharges them appropriately. The proprietor has a well-defined and detailed development plan, and this is communicated clearly at all levels of the organisation
- 5.2 Since the last monitoring visit and the action points that resulted, the proprietor has appointed a senior academic manager to whom she delegates some aspects of operational management of the college. This progress in relation to the action points is good.
- 5.3 The proprietor is effective in discharging their responsibilities with regard to safeguarding, and is successful in securing, supporting and developing sufficiently qualified staff, ensuring their suitability to work with students.
- 5.4 The proprietor has all necessary legal permissions and certifications in place from relevant bodies.
- 5.5 Financial oversight is effective.

5.(b) Management structures and responsibilities

- 5.6 Management structures and responsibilities are good. At all levels of responsibility, the leadership and management of the college work effectively towards meeting the aims of the college. This is reflected in the good outcomes for students.
- 5.7 Senior leaders have a good relationship with all staff, and this creates a sense of shared purpose. Staff are fully aligned with the college's new development plan as a result of clear proprietorial direction.
- 5.8 The proprietor is well known and this enables effective oversight of the students' experience through regular meetings with students.
- 5.9 Staffing provision is well co-ordinated and appropriate systems are in place to ensure staff are of a high quality, with appropriate skills. This is evident not just from teaching and student outcomes, but also the knowledge staff have regarding the safeguarding of students under the age of 18, and wider student welfare.

5.(c) Quality assurance, including student feedback

- 5.10 Quality assurance is satisfactory. Mechanisms for monitoring educational outcomes, including students' feedback and complaints handling, are in place, but currently do not consistently track student progress during their course.

- 5.11 Data analysis is satisfactory. There is no overarching quality assurance policy that clearly outlines all of the provider's systems and processes.
- 5.12 Students are able to liaise effectively with staff in the college if they have concerns, and leaders have in place a suitable complaints policy with reference to an independent adjudicator should that be required. At the time of the inspection, this had not been needed.
- 5.13 Students were extremely positive towards the college in surveys undertaken during the inspection, with a high response rate.

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

- 5.14 Staff recruitment is satisfactory. The college has responded to the action points raised in the last monitoring visit, and progress against these actions and recommendations is good.
- 5.15 Since the last inspection, two new staff have joined the college. The college takes a robust approach to employment history and reference checks. All staff are subject to an enhanced DBS and barred list check, as well other checks as required by statutory guidance prior to starting employment.
- 5.16 The college maintains a single central record of all staff, as required, to safeguard students under the age of 18. This is used effectively as a centralised mechanism by leaders and the proprietor to ensure that all staff have had the appropriate checks prior to commencing employment.

5.(e) Provision of information

- 5.17 Provision of information is satisfactory.
- 5.18 The college has an appropriate website for prospective students to understand the provision and make informed choices about courses they may wish to study. All policies and procedures required are easily accessible and up to date.
- 5.19 College leaders and staff worked effectively both before and during the inspection to provide information in a suitable format and timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Develop and implement an overarching quality assurance process that allows tracking of student progress during the delivery of each course.

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. 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

Mr Luke Rake	Lead Inspector
Ms Eileen O'Gara	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.