

Organisation name	British School of Marketing International (BSMI), Bournemouth
Inspection date	4–5 February 2020

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Not met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend that accreditation be placed under review because the section standard for teaching and learning was not met and there were weaknesses in publicity. A full action plan and evidence to demonstrate that W2 and S4 have been addressed must be submitted within three months. The period of review to be ended by a spot check within 12 months focusing on teaching and learning, weaknesses in publicity, and points to be addressed.

<b>Summary statement</b>
The summary statement has been withdrawn and should not be used.

## Introduction

The British School of Marketing International (BSMI), formerly the Bournemouth School of Marketing International, was founded by its owner and managing director in 2014. Its stated aim is to become a pathway to higher education and individual career opportunities for international students. As well as English language, it offers NVQ courses designed to enable students to progress into the first, second or final year of university courses.

BSMI website offers 'Pathway courses' leading to entrance to university degree courses, 'Professional courses' in business-related skills, and 'Language courses' in general English, examination preparation, and business and specialist English. It also provides short courses of, typically, one or two weeks for closed groups of adults and young people. Four groups of 16 to 17 year-olds from Italy, ranging in size from 34 to 55 students, were expected for one-week courses in the month after this inspection.

This inspection took place over one and a half days and a part day. The inspectors had meetings with the managing director/DoS who is the owner, the college director, the sales and marketing manager, the welfare and accommodation officer, the two teachers working at the time of the inspection and a group of students. They scrutinised documentation and publicity and one inspector visited three homestays and a student residence. The teacher timetabled to teach during the inspection was observed by both inspectors.

## Address of main site/head office

4 Westover Road, Bournemouth BH1 2BY

## Description of sites visited

The school has rooms on the first and second floors of commercial premises above shops in central Bournemouth. On the first floor is a reception, two classrooms, the academic office where the academic manager and teachers are based, a small adjacent area with computers, a staff kitchen and some storage. On the second there are three more classrooms and an office shared by the managing director and the marketing and sales manager. There are two male, a female and a staff toilet. The stairs from the school premises lead through a door onto the street, with bus and taxi stops nearby and a park opposite.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

General English courses for adults and young people run throughout the year. Students can choose 15, 20 or 25 hours of classes per week. The school's 'Summer Camp/Mini-Stay' bespoke courses for closed groups are available on demand, and at busy times a 'zig-zag' timetable may be operated for these. At this inspection there were 12 students in the school: four studying general English only, four studying non-eligible NVQ classes only and four studying a mix of English and other subjects. Of the eight students taking English classes, seven were being taught in a broad intermediate-level class in the mornings and one, who was elementary, had one-to-one lessons.

## Management profile

The managing director/DoS manages the work of an academic and administrative staff of six. She works closely with the sales and marketing manager, who line manages the accommodation and welfare officer. The college director works with the managing director/DoS to manage the teachers and curriculum, and is primarily responsible for the school's ELT provision.

## Accommodation profile

The school provides both homestay and residential accommodation options. Homestays are provided directly by the school, and one residence is also managed directly by BSMI. The residence offers rooms for both single and twin occupancy.

During busy periods, the school also uses alternative residences and hotels nearby. These are only available to students over the age of 18.

Homestay accommodation is provided to adult students on a half-board basis. Students under the age of 18 are accommodated on a full-board basis and provided with a packed lunch from Monday to Friday. The student residence is self catering and is only available to students over the age of 18.

## Summary of inspection findings

### Management

Overall the provision meets the section standard. The management of the school operates to the benefit of its students, and in accordance with its stated goals and values. Communications and the management of staff and students are effective. Aspects of publicity, however, continue to be unsatisfactory. There is a need for improvement in *Publicity*.

### Premises and resources

Overall the provision meets the section standard. The premises provide a comfortable, professional learning environment for work and relaxation. There is only a limited range of learning resources available for staff and students, but these are just adequate for the courses currently being provided.

### Teaching and learning

The provision does not meet the section standard. The academic staff team does not have an appropriate professional profile. Teachers are not observed by a suitably qualified manager and although they receive some guidance from management to support their students' learning, the courses are not sufficiently well structured to provide the maximum possible benefit to the students. The teaching observed did not meet the requirements of the Scheme. There is a need for improvement in *Academic staff profile*, *Course design* and *Teaching*.

### Welfare and student services

The provision meets the section standard. Measures are in place to ensure the safety and security of students on the premises, but there is not yet a comprehensive plan in place for dealing with emergencies. Accommodation is suitable. Students are made aware of social and cultural activities in the area, and although there is no organised social programme for individuals, the leisure programme is well managed for student groups.

### Safeguarding under 18s

The provision meets the section standard. Training is satisfactory, and the safety and security of under 18s are well provided for during lessons and activities. However, the homestay host recruitment procedure does not gather all necessary information.

### Declaration of legal and regulatory compliance

D1 Sampling identified the following issue. Lessons rely heavily on the use of photocopies from coursebooks, which students are not required to buy. The amount of photocopying almost certainly exceeds the limit provided by the CLA General Education Licence for making photocopies from one publication over the course of an academic year. The school should seek further advice from relevant statutory/regulatory body or obtain independent legal advice.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
M3 The lines of academic management responsibility were contradictory and not clear from the two versions of the organogram provided.	
M6 Staff have regular appraisals and there are weekly staff meetings. The latter are minuted but any action points and any action taken in response to staff feedback are not recorded.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
M9 There are job descriptions for all staff but these are not dated and there is no evidence they are regularly reviewed.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met
<b>Comments</b>	
M21 The school's complaints policy and procedure is available via a link on the website. It occupies seven pages, with a further two-page complaints form. It is written in language not accessible to lower-level students and although some of the language was improved during the course of the inspection, the document remains very long.	
<b>Publicity</b>	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The school's main medium of publicity is its website and some managed social media sites. There is currently no printed brochure.

M22 Publicity does not give rise to realistic expectations about the school. The range and number of courses advertised give an exaggerated impression of the size of the provision. Some photos are of people and facilities not connected with the school, and claims of progression rates and student numbers are unclear or unsubstantiated.

M23 Although some improvements were made during the course of the inspection, information about the school and its services is often not in clear, accurate and accessible English, appropriate to the target readership. The website offers translations in three languages, but none of these matches those of the predominant nationalities enrolling in the school.

M24 Publicity does not give clear, accurate and easy-to-find information on courses. Outline course descriptions give little information about objectives and levels. The possible times of classes for closed groups are not stated, or that a zig-zag timetable may operate. Non-teaching days within courses were added during the course of the inspection so this last point is no longer a point to be addressed.

M25 An additional price is quoted for resources, but it is not clear whether that price includes a coursebook.

M28 Staff are described as 'well-qualified and experienced with relevant and strong qualifications. That description is inaccurate.

M29 Claims to accreditation could be taken to apply to provision not covered by the Accreditation Scheme.

A poster shows an out-of-date Accreditation Scheme marque under 'University Pathway Courses'. The website entry for the digital marketing course says students will obtain a certificate 'in Business and Marketing English accredited by the British Council'.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

P1 The premises are generally in a good state of repair, cleanliness and decoration. However, in the two toilets on the second floor there were no hand-drying facilities although rolls of kitchen towelling were provided during the inspection. In one classroom the roller blinds could not be raised.

P4 Free drinking water is available but only from a tap in the staff kitchen beyond the staffroom, which may be an inconvenient source both for students and staff when the school is busy. The managing director told the inspectors a jug of water was provided when junior groups were present.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Not met

#### Comments

P7 There is a shortage of resources and the policy towards them is not clear. One document says students pay a resource fee 'to cover the cost of the first class-book' while another says, 'Students on courses 4 weeks and over are expected to buy a course book.' Students were working only with photocopies in the class observed.

P8 Overall the provision meets the criterion. There is a very limited selection of additional resources available to teachers, with few reference, teacher-methodology or online materials. However, for the general courses the school is currently providing, the resources for teachers are just adequate.

P12 There is brief mention of the development of teaching and learning resources in the school's 'Policy Statement Regarding Use of Resources' (March 2018). However, there was no evidence of resources being reviewed and developed regularly, or in response to staff or student feedback.

### Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Not met

#### Comments

T1 Neither of the teachers working during the week of the inspection had a Level 6 qualification. Rationales were provided for both but were not accepted in the context of this inspection, because the proportion of teachers without a Level 6 qualification is too high.

T4 Neither the college director, who is primarily responsible for the ELT provision, nor the managing director/DoS are TEFLQ. The rationale provided was not accepted because neither of the academic managers is TEFLQ.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

T8 No explicit practical guidance is given to teachers in their handbook, other documents, induction or professional development programme on handling the potential challenges and opportunities of continuous enrolment.

T10 There is no evidence of the observation of teachers by a suitably qualified academic manager since 2018.

Course design and implementation	Need for improvement
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Not met

#### Comments

T13 Teachers do not systematically share their weekly plans with students, nor did the teaching observed show that the lesson's intended learning outcomes were made clear to students. As they do not normally borrow or buy coursebooks but rely on photocopies, an outline of their course content is not available to them.

T15 Courses do not systematically include guidance on study and learning strategies.

T16 Courses do not include strategies to help students develop their language skills outside the classroom.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Not met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T21 Students receive an end-of-course certificate saying they have 'successfully completed a general English course' to a specified level of English. The level stated is not empirically validated.

#### Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	General English lesson

#### Comments

Both inspectors observed the same teacher teaching the class at different times during the morning.

<b>Teaching: classroom observation</b>	Need for improvement
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 The teaching demonstrated a sound knowledge and awareness of the linguistic systems of English, although a few of the explanations and synonyms were not entirely accurate or were too advanced for most of the students in the class.

T24 The content of the lesson was appropriate to the needs and interests of the students.

T25 The intended learning outcomes were not made clear to the students and the lesson plan did not include a coherent sequence of learning activities.

T26 Teaching did not include appropriate techniques such as concept checking, elicitation and prompting, effective checking of new vocabulary and controlled oral practice, and there was some reading aloud by students without appropriate preparation, or correction of pronunciation.

T27 The classroom management was generally effective, with clear instructions and students moved around appropriately for pair and group work. A suitable video clip was used although no task was set to focus students' attention. Boardwork was poorly organised.

T28 Students received no correction or feedback on their performance, and none was shown in the lesson plan provided.

T29 No activities to evaluate whether learning was taking place were observed or included in the lesson plan.

T30 There was a good rapport between the students and their teacher and they were all engaged in their work.

#### Classroom observation summary

The teaching observed did not meet the requirements of the Scheme. Although it demonstrated a satisfactory knowledge of the linguistic systems of English, classroom management was effective and the content of the lesson matched students' interests and needs, only a limited range of teaching techniques was used, the intended learning outcomes were not communicated to the students, and appropriate practice and feedback was not provided.

#### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

W2 There is no comprehensive plan in place to respond to emergencies.

W3 Students receive excellent pastoral care. There is a named welfare person with a professional background and experience appropriate to this role. There is a clear welfare focus in tutorials and students spoken to confirmed they knew who to speak to if they require support.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

W9 Students are provided with a very comfortable living environment. The homestays visited were all of a high standard in terms of size and decoration. The majority had a separate bathroom for student use. The school's residential accommodation is perfectly suitable.

W12 The confirmations students receive do not contain enough detail, such as transport links or cost of travel.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

All criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

#### Comments

W24 Records showed that leisure programmes are provided for student groups but not year round for individual students. No leisure programme was organised for general English students at the time of the inspection.

W27 The school employs professional guides to lead excursions for group courses.

#### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

At the time of the inspection, there was one student under 18 at the school. This student was 17 years old and was staying in a homestay. The majority of under 18s come in groups and make up 80 per cent of the students throughout the year

S4 Host recruitment documentation does not include a question about medical fitness for the role.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 Sampling identified the following issue. Lessons rely heavily on the use of photocopies from a coursebook, which students are not required to buy. The amount of photocopying almost certainly exceeds the limit provided by the CLA General Education Licence for making photocopies from one publication over the course of an academic year. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

#### Organisation profile

Inspection history	Dates/details
First inspection	2016
Last full inspection	2016
Subsequent spot check (if applicable)	April 2018
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	Foundation courses at NVQ levels 3 to 5 in business skills, administration, and leadership and management; and a Professional Diploma in Digital Marketing course.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2014
Ownership	Name of company: British School of Marketing International Company number: 8881233
Other accreditation/inspection	ISI

### Premises profile

Details of any additional sites in use at the time of the inspection but not	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	105
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	3	0
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>8</b>	<b>120</b>
Junior programmes: advertised minimum age	16	16
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	4–24 weeks	4–24 weeks
Adult programmes: predominant nationalities	Italian, French, Emirati, Ukrainian, Saudi	Bahraini, Italian, Omani

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	4
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	N/a	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	0
Academic managers without TEFLQ qualification or three years relevant experience	2
Total	2

**Comments**

The college director, who is primarily responsible for the school's ELT provision, is TEFLI, has 25 years' experience of ELT and has a number of teaching and business management qualifications. He was not scheduled to teach during the week of the inspection. The managing director/DoS is not involved in the day-to-day management of the ELT provision. She is TEFLI and has a diploma in ELT management.

**Teacher qualifications profile****Profile in week of inspection**

Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	1

**Comments**

The teacher obtained his TEFLI certificate in 2016. The other teacher on the staff is also TEFLI but was not timetabled to teach ELT in the week of the inspection.

**Accommodation profile****Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	4	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	7	1
Overall total adults + under 18s	8	