

Organisation name	British School of Marketing International (BSMI), Bournemouth
Inspection date	11 January 2023
Current accreditation status	Accreditation under review
Reason for spot check	Signalled: end period under review

### Recommendation

We recommend continued accreditation. The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2025.

### Changes to the summary statement

The need for improvement in Publicity, Academic staff profile, Course Design and Teaching can now be removed. An updated summary statement can now be issued.

### New summary statement

The British Council inspected and accredited British School of Marketing International in February 2020 and followed up with a spot-check inspection in January 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+), and for closed groups of adults (18+) and young people (16+).

The inspection report stated that the organisation met the standards of the Scheme.

### Updated summary inspection findings

#### Management

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 and publicity. Communications and the management of staff and students are effective.

#### Premises and resources

The provision meets the section standard. The premises provide a comfortable, professional learning environment for work and relaxation. There is an appropriate range of learning resources available for staff and students.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a very good professional profile. Teachers receive appropriate guidance from management to support their students' learning, and courses are structured to provide benefit to the students. The teaching observed met the requirements of the Scheme.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Organisation profile

Inspection history	Dates/details
First inspection	February 2016
Last full inspection	February 2020
Subsequent spot check(s) (if applicable)	N/a
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	N/a

Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

### Student and staff profile

	At inspection	In peak week: July
Total ELT/ESOL student numbers (FT + PT)	6	45
Minimum age (including closed group or vacation)	18	16
Typical age range	18–24	16–24
Typical length of stay	6 months	2 months
Predominant nationalities	Saudi Arabian	Saudi Arabian, Omani, Italian
Total number of teachers on eligible ELT courses	2	3
Total number of managers including academic	2	2
Total number of administrative/ancillary staff	4	5

### Premises profile

Address of main site	4a Westover Road, Bournemouth BH1 2BY
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	This site.

### Introduction

#### Background

Following the full inspection in February 2020, the Accreditation Committee recommended placing accreditation under review because the section standard for Teaching and learning was not met and there was a need for improvement in publicity. The period of review was due to be ended by a spot check within 12 months focusing on teaching and learning, weaknesses in publicity, and the points to be addressed. Since then, student numbers have been very limited, and the decision was made to move the check to late 2022 or early 2023.

The British School of Marketing International (BSMI), 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. The school premises are on the first and second floors of commercial premises above shops in central Bournemouth. The first floor comprises a reception, two classrooms, the academic office, and a staff kitchen. On the second floor there are three more classrooms and a management office. There are two male, a female and a staff toilet.

Since the last inspection, the previous academic manager has left, as has the head of student services and welfare. A new director of studies has been appointed, and the managing director has taken over responsibility for accommodation, marketing, safeguarding and welfare.

#### Preparation

The spot check inspectors were sent relevant documents by the Accreditation Unit and looked at the school's website. The reporting inspector contacted the school in advance to request some further documentation and to establish when key staff would be on site in order to plan when the inspection would take place. The inspector did not indicate to the school the date of the spot check inspection.

#### Programme and persons present

In the week of the spot check, there were two teachers working on general English and pre-sessional courses. Although the school accepts 16 and 17 year-olds on its adult courses, none were enrolled at the time of this spot check.

The inspectors arrived at the school's main building at 09.50 and left at 16.10. They met the managing director, the director of studies (DoS), and the academic manager. They had meetings with two pre-sessional course students, and with one teacher. They asked to see various documents, which were provided in paper form or electronically. Each inspector observed both teachers once.

## Findings

Findings are reported in the following sections and in the Action taken on points to be addressed.

## Management

<b>Publicity</b>	<b>Met</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.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The school's main medium of publicity is its website. There is also a printed brochure. M22 Publicity gives rise to realistic expectations. There are now more photos on the website which represent the school. Claims in regard to student feedback are now substantiated with data and evidence, although what the data represents could still be stated more clearly. M23 The language used in publicity is generally clear, accurate and written in accessible English. M24 There is clear accurate course information. M25 Most required information regarding costs is now available on the website. M27 Details about the cost of travel from accommodation to the school are not given. M28 The description of staff qualifications is accurate. M29 Claims to accreditation now comply with Scheme requirements.	

## Teaching and learning

<b>Academic staff profile</b>	<b>Met</b>
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Strength
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.	Met
<b>Comments</b>	
T1 Both of the teachers working during the week of the inspection hold a Level 6 qualification. T2 Both of the teachers working during the week of the inspection are TEFLQ. T4 The DoS is TEFLQ and has extensive experience in academic management.	

<b>Course design and implementation</b>	<b>Met</b>
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.	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.	Met
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 The school has developed course outlines with intended learning outcomes which are made available to students in the classroom.  
T15 Courses do not systematically include guidance on study and learning strategies and they are not highlighted in the syllabus.  
T16 Courses do not include strategies to help students develop their language skills outside the classroom, and there is no specific guidance for teachers on how they can support this.

<b>Teaching: classroom observation</b>	Met
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.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers provided appropriate models of both spoken and written English and clear accurate explanations of language. There was a strong focus on the modelling of pronunciation.  
T24 The topics and language selected were appropriate for the students. There were useful references to register, language appropriate for everyday use in the UK and to particular phonological issues relevant to students' needs.  
T25 While no plans were available for observers, it was noted that lessons were clearly staged and that learning was appropriately scaffolded. Students were made aware of learning outcomes through the coursebook and a weekly plan displayed in the classroom.  
T26 Teachers employed a range of techniques, including questioning, elicitation and drilling. These techniques were effective for the small groups that were being taught.  
T27 While some segments were heavily focused on the coursebook, it was noted that audio-visual equipment was used effectively, including use of electronic resources and related games. Students were used effectively as a resource supporting each other and being asked to write on the whiteboard.  
T28 Students were well monitored and received good feedback including tips for learning strategies. In addition, peer and self-correction were used effectively.  
T29 Short tasks relevant to the focus of the class ensured that students were aware of their own progress. In addition, teachers regularly checked in with students for individual language areas or at pertinent stages in the lesson, as well as making reference to previous learning.  
T30 There was a warm friendly learning environment. Students were engaged at all times. Teachers used humour, personalised content, and took a personal interest in students' lives to nurture a very strong rapport.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and was evaluated as satisfactory to good against the criteria. Teachers demonstrated good grammatical awareness and provided appropriate models through their own speech and writing. Lessons were planned with learners' needs and profiles in mind. The range of techniques was

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good and was appropriate for the students. Classroom resources were managed well. Teachers gave thought to the evaluation of learning and feedback to learners and created a very positive atmosphere conducive to learning.

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### Action taken on points to be addressed

*Points from the previous full inspection and/or subsequent spot checks or interim visits with comments (in bold) to indicate how far these have been addressed.*

#### Management

M3 The lines of academic management responsibility are contradictory and not clear from the documents provided.

**Addressed. Lines of responsibility are now clear, and are shown on an organisational chart which is published in timetables and displayed in the school.**

M6 Action points and any action taken in response to staff feedback are not recorded.

**Addressed. Staff feedback is collected, collated and acted upon. Actions are recorded and monitored on the school's data management system.**

M9 Job descriptions are not dated and there is no evidence they are regularly reviewed.

**Addressed. Job descriptions have been updated and reviewed. They are monitored on the school's data management system.**

M21 The school's complaints policy is too long and is written in language not accessible to lower-level students.

**Addressed. The complaints policy had been reviewed and rewritten in more accessible language**

*Points to be addressed from the area of Publicity are dealt with in the previous section.*

#### Premises and resources

P1 In two toilets there were no hand-drying facilities. In one classroom the roller blind could not be raised.

**Addressed. Hand towels are available in all toilets, and blinds have been repaired.**

P7 There is a shortage of resources and the policy for providing them is not clear.

**Addressed. The school has invested in a range of resources for teachers and students, and now has a well-stocked library of books.**

P12 There was no evidence of resources being regularly reviewed and developed in response to staff and student feedback.

**Addressed. As well as investing in physical books, the school is moving towards online and electronic resources, in response to staff and student feedback.**

#### Teaching and learning

*Points to be addressed from the area of Academic staff profile are dealt with in the previous section.*

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.

**Not yet addressed. There is a paragraph in the teacher handbook focusing on new students on a Monday morning, but there is still a lack of clear guidance for teachers on handling the potential challenges and opportunities of continuous enrolment.**

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

**Addressed. All teachers are observed regularly by the DoS. The teacher reported that this was a useful process.**

*Points to be addressed from the area of Course design are dealt with in the previous section.*

T21 The end-of-course certificate that students receive states they have successfully completed a course at a language level which has not been empirically validated.

**Addressed. The language level stated in the certificate is now clearly referenced to the Common European Framework with descriptors available for teachers.**

*Points to be addressed from the area of Teaching are dealt with in the previous section.*

#### Welfare and student services

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

**Addressed. There is now a comprehensive plan in place to respond to emergencies, and it is communicated to staff during induction and referred to in the teacher handbook.**

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

**Not addressed. The school has added some detail to student confirmations, but has not yet added information about the cost of travel.**

#### Safeguarding under 18s

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

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**Addressed. A new form has been developed, and current hosts have signed and declared their medical fitness for the role.**

**Legal and regulatory compliance**

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.

**Addressed. Lessons are now based on the use of coursebooks which the students are required to buy.**

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**Conclusions**

The school has addressed the weaknesses identified in publicity and teaching and learning and has made satisfactory progress in rectifying other points raised in the previous report.

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