



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

**MONITORING VISIT**

**COLLEGE OF INTERNATIONAL EDUCATION**

Full Name of College	<b>College of International Education</b>
Address	Bocado House, 24B St Michael's Street, Oxford, OX1 2EB, UK
Telephone Number	01865 202238
Email Address	dos@cie-oxford.com
Co-principals	Mr Luke Murgatroyd; Mr John Hudson
Proprietor	Mr Ikeno Kenichi
Age Range	9+
Total number of students	242
Numbers by age and type of study	Under 18: 218 18+: 24 EFL only: 242
Inspection date	<b>30 July 2013</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight 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, including 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 through Tier 4 of the points based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards for private colleges;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations to colleges 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.

A 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.

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## 1. CONTEXT

- 1.1 The College of International Education (CIE) combines the roles of tutorial college, language college and college of further education for both UK and international students from nine years of age to mature students. Founded by its present proprietors in central Oxford in 1974, it is a company limited by shares. CIE is a subsidiary of United Travel Study Service (UK) Limited and is affiliated to United Travel Study Service based in Japan. It aims to enable students from a wide range of cultural, ethnic and religious backgrounds to achieve their academic and social potential. The college is owned and governed by a Japanese partnership. There are co-principals, one of whom is director of studies, as well as a financial manager, who reports regularly to the proprietor.
- 1.2 The college provides English language courses for students from the UK, European Union (EU) and the rest of Europe, as well as East Asia, the Middle East, North Africa and elsewhere. In addition to the general English course, it provides a business English course and prepares students for International English Language Testing System (IELTS) and other language examinations. It caters for groups and individuals, including some bespoke courses, such as one for Spanish groups and Japanese groups, as well as a range of holiday revision courses. It is also accredited to provide a business foundation diploma, validated by Oxford Brookes University. Finally, it runs a range of language and academic courses for pupils of school age, including preparation for boarding schools and holiday revision courses.
- 1.3 Numbers vary throughout the year, and are at a peak between June and early September. At the time of the inspection the college had 242 students on its roll, of whom 22 were over 19 years of age, 120 were between 16 and 18 years, and 98 were under 16. There is an equal balance of males and females. It provides accommodation for a very large majority of students with host families approved by the college.
- 1.4 The college recruits students through a network of trusted agents, who operate the college's recruitment requirements on its behalf, as well as through direct application. The recruitment process includes an opportunity for applicants to identify any special educational needs and/or disabilities (SEND). None have been identified as needing support.
- 1.5 The college was first inspected between the 29 and 31 August 2012 when it was found to meet expectations. The main action points and recommendations from the previous report are:
  - Further improve standards and welfare by making greater use of the analysis of objective data to monitor and evaluate its quality and effectiveness.
  - Provide adequate washroom facilities and improve the space available for administration and recreation in the CIE premises.

- Ensure that all twinned residential homestay accommodation is sufficiently spacious for comfort, study and privacy.
- Make greater use of aggregated data to strengthen management's understanding of quality in relation to groups and the college as a whole.
- Improve the storage and retrieval of documents and information.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** The previous inspection of 29 to 31 August 2012 was judged to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and students' achievements is satisfactory. Students work hard and apply themselves in classes undertaking a variety of teaching and learning activities. Teachers know their students well. Teachers work well as a team and this enables the college to meet the needs of its students. Many students return to the college year after year and all students strongly recommend the college. The curriculum has developed to maintain student interest and this has resulted in enthusiastic students working to develop their skills and showing understanding. A minority of teaching is not well planned with a lack of clear objectives and goals to be achieved in classes. Facilities for teaching and learning are satisfactory.
- 2.3 Students' welfare, including health and safety is good. Most students reside in homestay accommodation and this is very well managed in conjunction with host families and a dedicated staff team at the college. This team has a very good grasp of the strengths and areas for development in homestay arrangements and has worked effectively to tackle any issues of student welfare that arise. Any complaints are dealt with very promptly. There are very effective systems and procedures for the safeguarding of students under the age of 18. College facilities, including washrooms are adequate. Admission and attendance registers are properly maintained and arrangements for reporting student attendance meet Home Office requirements.
- 2.4 The effectiveness of governance, management and leadership is satisfactory and ensures that the college achieves its aim. The identification of the college's strengths and areas for development is accurate but business planning makes insufficient use of specific goals and objectives with timescales for achievement. Quality assurance procedures are often informal and effective. However, the systematic use of feedback data from staff and students is under-developed. Managers and staff work well as a team and have established an atmosphere conducive to work and study.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is satisfactory. All key Standards continue to be met.
- 3.2 The college has a very clear aim and educational purpose and the curriculum on offer supports this. Teaching is provided in small groups and this enables the individual aims of students to be met. A majority of students interviewed by inspectors were attending the college as returning students, some now being in their fifth year of attendance. They stated that they made significant progress during their time at the college and inspectors agreed with this. Tutors know their students well and form accurate judgements about learner progress. Feedback from students indicates strongly that teaching styles enables them to learn and practice their skills in class, especially in listening and speaking. Lesson observations partially supported this viewpoint. Students' participation in classes is variable. Students strongly recommended the college.
- 3.3 Teaching is satisfactory overall with a significant minority of it good. Students apply themselves in classes and learning is good. Low staff turnover has enabled staff to build up longer-term views of student progress, especially of students returning to the college after previous study there. The majority of lesson planning is thorough but in a minority of classes there is a lack of clear objectives and goals for students to achieve. Classes contain a variety of activities and students enthusiastically engage in learning. In a minority of classes student participation is restricted but student effort and application, particularly in co-operatively learning together, makes for a positive learning experience.
- 3.4 Resources for teaching and learning are adequate with basic material photocopied from textbooks and used in classes. There have been innovations in curriculum design and development with the introduction of short courses in, for example, cultural and media studies, food and education and the family. Students stated that they felt these very useful in developing understanding of different countries and cultures. Inspectors agreed with this view. The college has recently improved information technology facilities for students and some class time is now planned to use internet based learning materials.
- 3.5 All courses on offer to Tier 4 international students lead to qualifications or outcomes that meet the definition of an approved qualification for Home Office purposes.



#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is good. All key Standards continue to be met.
- 4.2 The recommendations in this area from the last inspection report are:
- Provide adequate washroom facilities and improve the space available for administration and recreation in the CIE premises.
  - Ensure that all twinned residential homestay accommodation is sufficiently spacious for comfort, study and privacy.
- 4.3 Progress against the first recommendation is satisfactory. The college has altered the access to washroom facilities creating more space and a budget has been allocated for further improvements. Administrative facilities have been improved by moving records and files to alternative locations in the main office thus relieving pressure on previously overcrowded areas. It is not physically possible for the college to create more space for recreation at its head office but facilities at the main teaching site at the University of Oxford are satisfactory. A small library has been developed at the head office containing teaching and learning materials.
- 4.4 The college has taken a number of steps to ensure that the response to the second recommendation is good. A dedicated accommodation officer and associated staff have been appointed. This has improved the communication of expectations in respect of homestay accommodation with families. There is now a regular review and audit of homestay provision to ensure that the previously isolated incident of overcrowding is not repeated. The college has published new standards to be maintained by host families and these are reinforced by diligent monitoring and spot-checking. The college deals quickly and efficiently with any issues arising from homestay arrangements and students confirmed to inspectors that the arrangements worked well.
- 4.5 Admission and attendance registers are accurately maintained and reviewed on a weekly basis by senior management. Procedures to monitor attendance and lateness are appropriate. Registers scrutinised indicated that attendance was good. Arrangements for reporting on attendance meet Home Office requirements.
- 4.6 Most teaching takes place using premises of the University of Oxford. Some teaching areas need refurbishment but are adequate. There are substantial washroom facilities at the university for students to use.
- 4.7 The college maintains up to date records of health and safety procedures and these are included in an updated staff manual. Effective systems are in place for the safeguarding of students under the age of 18 and tutors can easily identify younger students in their classes or those taking part in organised trips and activities. Relations with parents, carers and sponsors are good resulting in a clear understanding of how under 18s will be looked after and behave whilst at college.

The college deals very promptly with issues arising with younger learners to ensure that they are not repeated.

- 4.8 Students remark very positively on their relations with tutors and feel well supported in and outside class. Inspectors agreed with this view.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is satisfactory. All key Standards continue to be met.
- 5.2 The recommendations in this area from the last inspection report are:
- Further improve standards and welfare by making greater use of the analysis of objective data to monitor and evaluate its quality and effectiveness.
  - Make greater use of aggregated data to strengthen management's understanding of quality in relation to groups and the college as a whole.
  - Improve the storage and retrieval of documents and information.
- 5.3 Progress against the first two recommendations has been satisfactory. The college now collects quantitative data on students' progress and life at the college and records this in student files. Weekly discussions of staff and tutors consider this data but the college has not systematically developed a process for using data for self-assessment or quality improvement. The college accurately identifies its own strengths and matters for development, especially in the area of student welfare and this has led to improvements, for example, in the management of student accommodation. However self-assessment is not regularly used in the college to improve quality.
- 5.4 Student and staff feedback is collected systematically and improvements made as a result, for example in the upgrading of information technology resources. The college does not have a systematic process for the regular use of this feedback and an informal approach to the use of such data means that it is unclear how the college actually measures its effectiveness. Minutes of staff meetings are poor thus hindering target setting and monitoring.
- 5.5 Progress against the recommendation concerning the storage and retrieval of documentation and information is also satisfactory. Documents are now stored very efficiently and can be retrieved easily.
- 5.6 The college has developed a business plan that encompasses all areas of college activity and this is reviewed against general targets set. The process does not use specific objectives and goals with timescales for achievement and with nominated members of staff to follow through the implementation of the plan.
- 5.7 The college is well managed and tutors are very clear in their roles and responsibilities. They support each other well and work as a team to achieve the college aims. Relations with the proprietor are effective and evidenced by the pursuit of the shared aims of the college. The management style is to develop a co-operative team approach to providing students with a positive education. Managers

at all levels welcome this and feel that as a result they are more effective in their work and very well supported by senior staff.

- 5.8 Tutors felt well supported by managers and colleagues and communications at all levels in the college are excellent. Best practice in classroom management is not always disseminated across the college.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has maintained the good standards found at the last inspection.

### **Suggestions for further improvement**

In order to improve the satisfactory quality provided, the college is advised to:

- Improve lesson planning to ensure that appropriate outcomes for students are clear in all lessons.
- Further improve self-evaluation procedures including the use of both quantitative and qualitative data.
- Use specific goals and objectives in development planning.
- Ensure best practice is shared throughout the college in order to improve teaching and learning.
- Improve record and minute keeping for meetings in the college to strengthen the communication of key issues.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students, tutors and senior staff and representatives of the proprietor and examined samples of students' work. They held discussions with senior members of staff. The inspectors examined regulatory documentation made available by the college school.

### Inspectors

Professor Paul McGregor	Lead Inspector
Ms Nicole la Hausse de Lalouviere	Team Inspector