



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

COLLEGE OF INTERNATIONAL EDUCATION

(Company Registration no. - 02368988)

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Parent Company name	United Travel Study Service (UK)								
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Principal	Mr Luke Murgatroyd								
Proprietor	Mr Kenichi Ikeno								
Age Range	9+								
Total number of students	137								
Numbers by age and type of study	<table> <tr> <td>Under 16:</td> <td>56</td> </tr> <tr> <td>16 – 17:</td> <td>27</td> </tr> <tr> <td>18+:</td> <td>54</td> </tr> <tr> <td>EFL only:</td> <td>137</td> </tr> </table>	Under 16:	56	16 – 17:	27	18+:	54	EFL only:	137
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Inspection dates	9 – 11 August 2016								

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 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 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;
- 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 College of International Education (CIE) is a private language school and tutorial college, which was founded in 1974 by a Japanese partnership. It is a subsidiary of United Travel Study Service (UK), which is a company limited by shares and affiliated to United Travel Study Service, based in Japan. The college is led by two co-principals, one of whom is responsible for the day-to-day running of the institution, while the other has an advisory role. The year round teaching centre is located in central Oxford and the college hires additional premises in local university colleges during the peak summer period.
- 1.2 The college aims to enable students from a wide range of cultural, ethnic and religious backgrounds to embrace diversity and reach their academic and social potential. It offers short- and long-term general English courses, preparation for International English Language Testing System (IELTS) and Cambridge Assessment examinations, as well as a range of cultural learning programmes. English courses are offered at all levels on a continuous enrolment basis, with online assessment available prior to arrival. An extensive range of courses for junior and young learners is provided in July and August; these courses are also available on request for groups throughout the year. In the summer period, young learners preparing to enter local boarding schools are provided with pre-sessional courses which are primarily language focused with subject based components. CIE also offers a business foundation course and tutorial courses in academic subjects. These were not running at the time of the inspection. The vast majority of students stay in homestay accommodation organised by the college.
- 1.3 At the time of the inspection there were 137 students enrolled from countries around the world, with the largest nationality groups from China and Hong Kong, Japan, and Romania. There were similar numbers of male and female students. The majority were aged under-18. All spoke English as an additional language and none had identified special educational needs or disabilities (SEND).
- 1.4 The college was last inspected on 15 September 2015, when it met all Key Standards and the quality of education was judged to exceed expectations.

2. SUMMARY

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Highly effective initial assessment procedures result in accurate placement in classes and early provision of any required support. Course provision is excellent and effectively exploits the cultural opportunities offered by the college's location. Students are very well educated in line with the institution's aims and their individual objectives. Courses meet the definition of an approved qualification for Tier 4 students as set out in Home Office guidance. The quality of teaching is good. Knowledgeable teachers promote a positive learning environment and the needs of students are effectively met across a range of courses for different age groups and with varying objectives. Assessment is thorough and students are well informed regarding their progress. The college online platform is effectively used to maximise individual learning. Attainment and progress is excellent.
- 2.3 Students' welfare, including health and safety, is excellent. The college has highly effective health and safety arrangements in place, which are appropriately monitored. Premises are fit-for-purpose, secure and well maintained. Student registration and attendance records are accurate and reporting procedures meet Home Office requirements. Attendance rates are very high. Pastoral support is excellent. The college meets the needs of all students in an exceptionally caring environment. Safeguarding for under 18s is excellent and fully complies with statutory guidance. Homestay provision is excellent and all required procedures for accommodating young learners with host families are in place. Homestay is exceptionally well managed, resulting in high levels of student satisfaction.
- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership and oversight are highly effective; the proprietor is successful in implementing the company's vision for the college. Monitoring of college activities is very effective and responsibilities are delegated successfully to the co-principals. Management structures and responsibilities are excellent and communication throughout the college is highly effective. Staff feel valued and are highly motivated. They benefit from very good continuous professional development (CPD). Quality assurance is good. The college draws upon a suitable range of data to evaluate provision and implement improvements. Teacher feedback is particularly well used. A minority of students complete the exit questionnaire, thus limiting its value in gauging the success of the college. Tracking of long-term student progress and achievement is now very effective, but the quantity of data available has so far limited opportunities to identify trends. Appropriate observations of teaching take place regularly and re-observations are arranged to check progress against identified areas for improvement. The re-observation programme is not yet fully implemented. Useful appraisals take place for year-round teachers but they do not refer to lesson

observation outcomes or result in clear target setting. Staff recruitment, qualifications and suitability checks and provision of information are excellent.

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

3.(a) Assessment of students prior to or on arrival

3.1 Assessment of students prior to and on arrival is excellent. Accurate advice and guidance are provided via the college marketing department and agents. Assessment of students' needs from first contact is thorough and well recorded. The college elicits additional learning requirements and arranges to support these appropriately. A very large majority of students complete a well-designed online test prior to arrival, which enables students to be provisionally placed in classes quickly on their first day. This is especially positive for students on short courses as it maximises their time in class. Class sizes are small, enabling new students to be effectively monitored and changes of level made quickly if required, but accuracy of initial placement is high. Wherever possible, assessment information is provided to tutors in advance of students' arrival. It is used effectively in individual learning plans and to inform planning for groups.

3.(b) Suitability of course provision and curriculum

3.2 Suitability of course provision and curriculum is excellent. Students are very well-educated in accordance with their objectives and the college's aims. The highly effective curriculum policy is well supported by detailed and appropriate schemes of work. Courses are very well tailored to the interests of groups and to the needs of individuals. The pre-session programme is particularly good in developing students' skills and confidence. The college provides 'companion' local undergraduates to mentor students in the Japanese university groups, who attend the course as part of their degree programme in Japan. This arrangement supports the students in developing their research skills, provides them with opportunities to speak English with their peers, and provides insight into life at the University of Oxford. General English courses are delivered at all levels, providing suitable progression opportunities. They are based on high quality commercial course books with a daily element of skills or topic work that focuses effectively on language production. Courses successfully exploit the cultural opportunities afforded by the college's location in Oxford. Programmes are in accordance with those detailed in the prospectus and on the website and students confirm that they at least meet their pre-arrival expectations and often exceed them. They have regular opportunities to comment on provision and the college is responsive to their views. Completion rates are very high. Courses meet the definition of an approved qualification for Tier 4 students as set out in the Home Office guidance.

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

3.3 The quality of teaching and its impact on learning is good. Teachers have sound subject knowledge, promote a positive learning environment and establish good

rapport with students. The large majority of lessons are good or excellent. In these lessons teachers provide clear grammatical explanations and monitor students effectively to assess learning. Classroom management is very effective and students work well together. Experienced teachers of junior classes demonstrate firm understanding of the needs of young learners and ensure high levels of participation through a variety of well-chosen and varied activities. Effective teaching of Japanese university groups is personalised for the individual students and well related to the local context, maximising the value of their study abroad trip. In a minority of less successful lessons there is a lack of clear planning. Activities rely too heavily on textbooks and not all students are engaged. These lessons lack clear instructions or appropriate stages in setting up activities; consequently, opportunities for learning are limited.

- 3.4 Classroom resources are good and include access to information technology, which is effectively exploited to support learning. The college online learning platform is well integrated into delivery; it is used to set homework and provides a range of additional practice activities which can be accessed before, during and for three months after the course. As a consequence, students make good or excellent progress.
- 3.5 Homework is set regularly, following an appropriate policy. Homework includes a range of activities which encourage students to take responsibility for their own learning and make effective use of their time in Oxford. Marking of writing is excellent, providing very helpful information on how to improve.
- 3.6 Progress for long-term students is successfully promoted through academic tutorials in which students evaluate their strengths and weaknesses against the CEFR with support from the tutor. Clear targets are set each time and are reviewed at subsequent meetings to maximise attainment.
- 3.7 Assessment is thorough and effective. Methods of assessment vary depending on length and type of course. Long-term students take regular progress tests and skills assessments, which are well recorded against individual starting points. Assessment results, together with monthly reports and tutorial records are available to students through the college learning platform, providing a comprehensive account of their progress. Certain closed groups retake the initial placement test on exit to measure progress, while students in the Japanese university groups end their course with an assessed oral presentation. As a result, students are aware of their progress and are highly satisfied.

3.(d) Attainment and progress

- 3.8 Attainment and progress are excellent. Assessment is linked to the CEFR, thus supporting progression. Tracking data indicates that a large majority of long-term students make excellent progress against starting points and achieve their learning goals. External examination results, while taken by only a small minority of students,

are excellent. Written work is of high quality and the achievement of students in the majority of lessons is good or excellent.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Student's welfare, including health and safety, is excellent. Highly effective arrangements and all required policies are implemented consistently to ensure the safety of students and staff. Fire risk assessment by an external specialist is comprehensive and ensures that the premises meet statutory requirements. There are sufficient trained fire marshals and an appropriate number of first aiders on site at all times. All required safety equipment is in place and checked regularly. Signage and notices are suitably located. Regular fire evacuation drills ensure that students and staff are clear about what to do in an emergency. Good arrangements are in place to care for students who are injured or taken ill. Record keeping of incidents is excellent and supports improvements. All off-site activities are suitably risk-assessed. The college appropriately monitors the health and safety arrangements at its summer venues. Students confirm that they feel safe at the college.
- 4.2 Premises are fit for purpose, secure and very well maintained. All areas are clean, tidy and hygienic. Lighting, heating, sound insulation and ventilation in classrooms are satisfactory. The standard of decoration is good and furniture and fittings are appropriate for all students. Washroom facilities are clean and adequate in number. For the largest classes at the main site and the principal university premises, classrooms are a little cramped and this limits the possible range of activities and interactions between teacher and students. Catering for juniors studying at the main site is provided by a specialist contractor at an outstanding location nearby. Catering for young learner and adult courses is provided by the university. Food at both venues is high quality and serving and dining areas meet requirements. The main college site is comfortable and welcoming. It has good break out areas which are well used by students. This site is inaccessible to students with mobility difficulties. Rooms hired for summer courses are in outstanding university settings and provide access to attractive gardens for students to socialise in. These venues are accessible by wheelchair users.

4.(b) Student registration and attendance records

- 4.3 Student registration and attendance records are good. All required information is obtained from students during the enrolment process and accurately recorded on the college database. Student files contain all appropriate documentation. Attendance recording is accurate and up-to-date. The college has a clear attendance and punctuality policy, which is known to all staff and students. Any student who fails to attend is contacted on the first morning of absence. Students and teachers confirm that this is implemented consistently. Monitoring of attendance is highly effective and results in very high attendance rates. Punctuality is excellent. Reporting procedures for students on Tier 4 Visas meet Home Office requirements.

A fair policy on refund of fees and deposits is published on the website and is well implemented.

4.(c) Pastoral support for students

4.4 Pastoral support for students is excellent. A useful student handbook is provided prior to arrival, which helps students prepare for their stay. Induction is thorough and enables students to settle quickly into classes. Clear presentations, supported by videos for different age groups, introduce students to all key staff and highlight ways to stay safe in Oxford. The welfare officer provides help with a range of practical issues and the college has access to the services of a professional counsellor if required. Most accommodation is with host families, with whom the college has excellent communication, and any concerns about students are raised quickly with relevant staff. Teachers provide additional help outside of class time and pastoral issues are part of tutorial for long-term students. The college promotes integration and tolerance and implements an effective anti-bullying policy. Relationships among students and between staff and students are very positive, with all staff working effectively together to ensure students' well-being. Student questionnaires and meetings highlighted personal support as a key strength of the college. Varied and appropriate social and activities programmes provide excellent opportunities for students to practise their English and make friends. Appropriate advice on progression to higher education is available through tutorials and visits from external experts.

4.(d) Safeguarding for under 18s

4.5 Safeguarding for under 18s is excellent and conforms with national statutory guidance. The college has an appropriate policy in place, which is understood by all staff. All staff are suitably trained in safeguarding and the designated safeguarding lead and other managers have undertaken a range of relevant specialised courses, which include training on addressing radicalisation. Safeguarding has a high profile with management and is very well addressed through thorough risk assessments, and range of well-designed college procedures. In meetings, students confirm that they feel safe and know who to go to with a complaint. Safeguarding is effectively supported by the college's outstanding recruitment procedures.

4.(e) Residential accommodation

4.6 Accommodation in homestay is excellent. Checks on hosts and other family members meet statutory requirements. Those families taking students under 16 for more than 27 days are registered with the local authority. Management of homestay is outstanding. All appropriate checks are made on premises and thorough records are kept to ensure that homes are re-visited regularly and safety requirements continue to be met. Communication between the college, social services and host families is very effective. Hosts for long-stay under 16 students are particularly well chosen for their interest in young learners and understanding of their needs. As a result, students feel safe and secure. Homes visited during the inspection were high

quality and hosts demonstrated excellent awareness of safeguarding requirements. Feedback from students is well recorded and any complaints are addressed swiftly and appropriately. Consequently, students are happy in their accommodation and it contributes positively to their learning and satisfaction.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

5.1 Ownership and oversight are excellent. The proprietor provides very effective oversight as reflected in the high quality of education and care for students. The company is successful in communicating its unique vision for the college and provides sufficient resources to ensure it is fulfilled. Financial oversight is excellent and responsibility for monitoring risk and meeting legal requirements is appropriately delegated to senior leadership, supported by external specialists. All necessary legal permissions are in place. Relationships between the proprietor and the co-principals are positive. The proprietor monitors the activity of the college very effectively through regular personal visits, frequent contact with senior leadership and receipt of meetings notes and financial reports. The parent company is closely involved in the strategic development of the college and provides suitable targets for development. Responsibilities for safeguarding of under 18s and for welfare, health and safety are successfully delegated to senior leadership.

5.(b) Management structures and responsibilities

5.2 Management structures and responsibilities are excellent. The college is successful in securing and developing high quality staff at all levels. The management structure is suitable for the size of institution and enables all permanent teachers to acquire additional areas of expertise, thus promoting their professional development. Reporting structures are clear, and communication, through regular scheduled meetings, is very effective. Leadership provides a comprehensive range of policies, which are known by all staff, consistently implemented and regularly reviewed for effectiveness. Self assessment is accurate and draws on the views of all staff, taken through meetings and end of course teacher feedback. Development planning reflects college priorities and is effectively implemented, with actions regularly reviewed through to completion. All staff appreciate the excellent relationships with managers and positive ethos of the college. The college part-funds higher qualifications for permanent teaching staff and provides regular, appropriate in-house CPD sessions for all teachers, informed by outcomes from observations, course reviews and staff feedback. In inspection meetings, part-time teachers emphasised that the college communicates regularly with them during periods when they are not working and keeps them informed of CPD opportunities. These opportunities and the very good teamwork throughout the institution ensure that all staff feel valued. As a result they demonstrate high levels of motivation and commitment to the college and its students.

5.(c) Quality assurance including student feedback

5.3 Quality assurance is good. Managers make appropriate use of a range of feedback from students, agents and staff to evaluate provision and bring about improvements.

Teacher feedback is particularly well used. Student feedback is gathered electronically through online exit questionnaires, which indicate consistently high levels of student satisfaction. However, these are completed by a minority of leavers so the data gathered does not provide a full picture of the effectiveness of provision. In meetings, students stated that they approach staff directly with any requests for changes and find the college suitably responsive. Inspectors agree. The college is now in a position to analyse progress and achievement data, but has not yet gathered enough to identify trends

- 5.4 Teachers are observed regularly and areas for improvement are identified on observation report forms. The director of studies collates this information effectively for the purpose of tracking staff development needs. Re-observations are subsequently arranged to check progress in areas the identified. The re-observation process is not yet fully implemented. Teachers benefit from well-organised opportunities for peer observation. Most year-round staff have been appraised regularly. In meetings, teachers confirmed that the process is helpful and has resulted in beneficial opportunities for CPD. However, lesson observations do not form part of the appraisal process and appraisal does not result in clear target-setting.
- 5.5 The college has a clear and accessible complaints procedure with recourse to external adjudication if required. It maintains an accurate and detailed complaints log. Records demonstrate that any complaints are dealt with quickly and effectively.
- 5.6 The college participates in a fee protection scheme.

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

- 5.7 Staff recruitment, qualifications and suitability checks are excellent. Leaders and managers are suitably trained in safer recruitment and all appointments follow a rigorous process corresponding to its principles. All required checks, are made prior to appointment and meticulously recorded on the single central register. Staff files are well maintained and contain suitable evidence of checks.

5.(e) Provision of information

- 5.8 Provision of information is excellent. The college website is easily navigable and contains all the information required in the Standards. Information on provision is accurate and enables applicants to make informed choices. All information requested by inspectors was provided promptly.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Fully implement the re-observation process to support improvements in teaching.
- Link lesson observations to teacher appraisals and include targets in appraisals to further promote teacher development.
- Increase the number of completed exit feedback questionnaires to better inform quality assurance.
- Further develop analysis of long-term student progress data to enable identification of trends.

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

Ms Dawn Hart	Lead Inspector
Mr Mark Dean Marr	Team Inspector
Mrs Suzanne Bell	Team Inspector