

Organisation name	CIE Oxford College of International Education
Inspection date	5–6 April 2023

Section standards	
<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.	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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses S5 have been addressed.

### Summary statement

The British Council inspected and accredited CIE Oxford College of International Education in April 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of course design was noted.

## Introduction

CIE is part of United Travel study Service (UTS), an international education organisation based in Japan.

Year-round courses are offered to adults and young people (15+) in the main school, with additional teaching premises used as required. In the summer, a residential summer school for juniors runs in separate premises, a private boarding school situated a short walk from the main school.

This compliance-only inspection, by two inspectors, was conducted remotely and took a day and a half. Meetings were held with the two co-principals, the academic manager (AM), the assistant director of studies (ADoS)/summer school director of studies (DoS), the finance manager, the marketing manager, the activities/welfare officer, and the accommodation officer. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises. Focus group meetings were held with teachers and students. One teacher timetabled to teach an online one-to-one class was not observed, all other teachers were observed. One inspector visited two homestays remotely.

## Address of main site/head office

Bocado House, 24B St Michael's Street, Oxford OX1 2EB

## Description of sites visited/observed

The main school is at Bocado House, a listed building located in central Oxford. There is a reception area with office space on the ground floor. On the first floor there are five classrooms, a teachers' room, the principals' office, a kitchen for staff and students, and a central relaxation area and toilets.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The main year-round activity of the school is teaching general English courses of 15 or 25 hours a week. Specialised courses are also offered, combining general English in the morning with specialised courses, such as British culture and history of art in the afternoons. One-to-one courses are offered face-to-face or online. In the summer, a junior residential course for 10–17 year-olds offers a combination of general English with drama or project work and a full programme of activities.

## Management profile

There are two co-principals of the school. One is semi-retired while the other has full responsibility for the day-to-day management of the school, and until last year this included academic management. In February 2022 an academic manager was appointed and in January this year an ADoS was appointed, who will be the DoS for the junior summer residential course.

## Accommodation profile

During the academic year, the school offers homestay accommodation. In summer, students on adult courses also have the option of self-catering university accommodation. Residential accommodation with all meals is available for junior summer school students, and lunch is included for day students. Female students are accommodated in boarding houses on site; male students occupy university accommodation nearby and walk to the other premises for meals and classes.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the school's stated goals, values and publicity.

### Premises and resources

The provision meets the section standard. The premises in use at the time of this inspection 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 where needed.

### Teaching and learning

The provision meets the section standard. 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. However, the descriptions of the course structure to teachers and the learning outcomes to students are not adequate. Study skills are not systematically included in the course. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

### Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are, in general, met; and students benefit from well-managed student services, including out of class activities and suitable accommodation.

### Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

<b>Strategic and quality management</b>	<b>Met</b>
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.	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.	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

### Comments

A clear statement of goals and values is presented in publicity and in staff handbooks. Planning is detailed and progress on reaching targets is carefully monitored. The school has a clear management structure and there are very effective communication channels. Feedback is obtained from students and staff through a number of channels and there is evidence that feedback has been acted upon. A detailed self-evaluation document is in place and up to date.

<b>Staff management and development</b>	<b>Met</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.	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.	Not 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

#### **Comments**

Human resources policies and procedures, including recruitment procedures, are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are dated and reviewed regularly. Induction procedures are effective. The appraisal process has recently been reviewed and the new procedures have not been fully incorporated in the main or summer residential schools. All staff are offered opportunities for continuous professional development in order to meet individual and organisational needs.

<b>Student administration</b>	<b>Met</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.	Met

#### **Comments**

Student administration is very well managed. Student feedback includes comments about the helpfulness and friendliness of the staff. Enrolments are managed appropriately and efficiently, and refunds are handled with sensitivity. Records are accurate and complete. There are appropriate policies relating to attendance and punctuality. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students and staff. There is evidence that any concerns or complaints are dealt with promptly.

<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.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity comprises a website, downloadable brochures and a number of social media channels. The website is considered the main medium of publicity.

Publicity is accurate and gives rise to realistic expectations. Information is presented in clear, generally accurate and accessible English and information on courses, although brief, is clear. Costs of tuition, additional materials and accommodation are clearly stated. The description of the level of care given to students under 18 is clear. The description of accommodation is accurate, although homestay accommodation is referred to as 'host family' accommodation and this could give rise to false expectations regarding some of the providers. Publicity states 'all our teachers are highly qualified and experienced' and this was not the case at the time of the inspection or previously. Claims to accreditation meet Scheme requirements.

### Premises and resources

Premises and facilities	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

Premises are in a good state of repair, decoration and cleanliness, with clear signage and informative display boards. Classrooms provide a suitable study environment. There is a relaxation area for students, and they have access to many food and drink outlets nearby. Staff have sufficient space for work, meetings, relaxation and the storage of personal possessions.

Learning resources	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.	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.	Met

#### Comments

There is a good range of learning resources available for students and there are appropriate resources for teachers. The technology, although limited, is well maintained. Teaching and learning resources are regularly reviewed and developed.

## Teaching and learning

<b>Academic staff profile</b>	Met
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.	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.	Met

### Comments

Managers and most teachers were appropriately qualified, but one teacher had a non-standard initial ELT qualification. A rationale was provided and accepted within the context of the inspection. The teacher had experience of teaching ELT as well as of teaching drama and young learners.

<b>Academic management</b>	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.	Met

### Comments

Timetabling procedures and cover arrangements are effective. Teachers are matched according to their qualifications, preference and experience. Although consideration has been given to the management of continuous enrolment, teachers receive limited guidance on how to handle some of the aspects. Day-to-day support is provided by the AM in the year-round school and the DoS in the residential summer school. Arrangements for the observation and monitoring of teachers are effective.

<b>Course design and implementation</b>	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Met

### Comments

The course design is based on stated principles. However, not all parts of the course structure are sufficiently described in writing for teachers' guidance, and the overall coherence of the course is therefore unclear. The weekly schemes of work posted in the classrooms are not presented clearly, or legibly in some cases, to students. Courses do not systematically include study and learning strategies and guidance is not specifically provided to

teachers or students on ways to develop the strategies needed. Students are generally helped to 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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

**Comments**

Procedures for the placement of students or change of class are well-established, and there are effective procedures for evaluating, monitoring and recording students' progress including regular progress tests. Students receive certificates/reports. Additional guidance is available from teachers in tutorials. Advice regarding examinations and access to mainstream UK education is provided.

**Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English and IELTS

**Comments**

Each teacher was observed by both inspectors. One of the teachers observed was the ADoS/summer school DoS.

<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.	Not 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.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

**Comments**

T23 Teachers produced accurate and clear models of spoken English and in most of the segments seen provided clear explanations of grammar and vocabulary.  
T24 Lessons were generally well planned, and the content of most lessons took account of the class and students' profiles.  
T25 Although relevant learning outcomes were generally achieved and inferable through a logical and coherent sequence of activities, the outcomes were not always explicitly expressed in plans or made known to students.  
T26 In the majority of segments a range of teaching techniques was used effectively, including nomination, elicitation and concept checking.  
T27 Teachers managed the classroom environment effectively and used appropriate, occasionally tailor-made resources.

T28 Students generally received appropriate feedback and a variety of error correction techniques was used. However, there was little effective feedback on pronunciation errors.

T29 Although some lessons included short tasks which allowed students to evaluate their own learning, in most segments seen there was no evidence of activities specifically planned to evaluate that learning was taking place.

T30 On the whole, teachers created a positive learning atmosphere and students were generally motivated and engaged.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated sound knowledge of the use of English and lessons took course objectives and the students' profiles into account. Learning outcomes were not always made clear to students. For the most part, a range of teaching techniques was used effectively, and the classroom environment and resources were managed effectively. Feedback was generally appropriate, although limited regarding pronunciation, and there was not sufficient evaluation of whether learning was taking place. Students were generally fully engaged and enjoying a positive learning atmosphere in most lessons.

### 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.	Met
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.	Not 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

A variety of appropriate measures is in place to ensure the safety of students on the premises and the school was recently awarded a gold standard by an external health and safety auditor. Risk assessments cover potential offsite risks, but there was no comprehensive plan to deal with major incidents on or near the premises. A plan has now been made and this is no longer a point to be addressed. Pre-arrival information includes links to public transport websites as well as useful advice on life and health care in the UK; however, information is not given as a matter of course on approximate costs from the point of entry to the UK or from homestays to the teaching premises.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
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.	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
<b>Comments</b>	
Systems, including provision for feedback from students, are appropriate and suitably detailed information is available for students and homestay providers. The hosts spoken to were very positive about their contacts with the school.	
<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
<b>Comments</b>	
All criteria in this subsection 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
<b>Comments</b>	
Evidence was seen that students opting for accommodation other than homestay have benefited from considerable flexibility and individual support.	
<b>Leisure opportunities</b>	
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.	Not 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.	Met
<b>Comments</b>	
Posters display local events of which the school has been informed, but students are not routinely made aware of local events and activities that might enhance their stay. The school organises two activities per week during the academic year and is responsive to student requests when possible. A varied and much more extensive programme of social activities and visits is organised for junior summer school students, and evidence was seen that student feedback, almost all of which is very positive, is carefully considered. Risk assessments are thorough.	
<b>Safeguarding under 18s</b>	
<b>Safeguarding under 18s</b>	
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.	Not 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

The school admits students aged 15 to 17 on adult courses during the academic year and in summer. Year round, these typically represent a small minority of all students. Two under-18s were on adult courses at the time of the inspection. Junior summer courses are held for 10–17 year-olds. Although there are some day students, the majority of students are in residential accommodation.

There is a comprehensive safeguarding policy and both the designated safeguarding lead (DSL) and deputy DSL are trained to specialist level. The references for one teacher did not comment on their suitability to work with under-18s. The reference request has now been redesigned and this is no longer a point to be addressed. Consent letters for parents/guardians of under-18s on year-round and junior summer courses are wide-ranging and include age-related curfews, but no explicit rationale exists for accepting students aged 15 on adult courses.

#### 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 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
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	CLIL to closed Japanese groups
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1974
Ownership	Name of company: UTS UK Ltd

	Company number: 2368988
Other accreditation/inspection	BAC

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	<p>Oxford Union, Frewin Court, Oxford OX1 3JB. 1-2 rooms for closed groups.</p> <p>St Peter's College, New Inn Hall Street, Oxford OX1 2DL. 1-2 rooms for closed groups.</p> <p>Jesus College, Turl Street, Oxford OX1 3DW. 1-3 rooms for closed groups.</p> <p>St Hilda's College, Cowley Place, Oxford OX4 1DY. 1-2 rooms for closed groups.</p> <p>Wychwood School, 74 Banbury Road, Oxford OX2 6JR. 5 classrooms, a hall, dining hall and staffroom for junior residential summer school and accommodation for girls.</p> <p>Stevens Close Jesus College - residential summer school accommodation junior boys.</p>

### Student profile

	At inspection	In peak week: July 2022
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	5	20
Full-time ELT (15+ hours per week) aged 16–17 years	2	40
Full-time ELT (15+ hours per week) aged under 16	0	40
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	1 (online)	0
<b>Overall total</b> ELT/ESOL students shown above	<b>9</b>	<b>100</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Spanish, Romanian, Italian
Adult programmes: advertised minimum age	15	15
Adult programmes: typical age range	17–30	16–18
Adult programmes: typical length of stay	8 weeks – 6 months	2 weeks
Adult programmes: predominant nationalities	Peruvian	Japanese

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	11
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	3	

### Academic manager qualifications profile

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

#### Comments

The academic manager was not scheduled to teach during the week of the inspection. The assistant director of studies (ADoS) was scheduled to teach for 19 hours over 4 days (final day was a Bank Holiday). The ADoS becomes the DoS for the summer residential school.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	3

#### Comments

None.

#### 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	2	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	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	3	2
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	6	3
Overall total adults + under 18s	9	