

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Full Inspection

**INSTITUTION:** College of International Education, Oxford

**ADDRESS:** Bocardo House  
24B St Michael's Street  
Oxford  
OX1 2EB

**HEAD OF INSTITUTION:** Mr John Hudson and Mr Luke Murgatroyd

**DATE OF INSPECTION:** 20 - 21 September 2016

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 13 Oct 2016

### 1. Background to the institution

The College of International Education, Oxford (the College/CIE) was founded in 1974 by a Japanese company called United Travel Study Services. The College was first accredited by BAC in 1997, since when it has undergone substantial changes in personnel and the location of its premises. More recent years have seen a period of growing stability, particularly in terms of staffing. A principal was appointed in 2007 who worked part-time but, as business grew, a co-principal was appointed to share management and academic duties. There has also been a healthy continuity of permanent administrative and tutorial staff, most of whom have worked at CIE for between three and ten years. In view of the small size of the company, the majority of teachers perform an additional role, for example Director of Studies (DoS), marketing, staff development, activity management and CIE-online management. Moreover, administration and welfare are shared responsibilities rather than held by a single person. The only positions designated to non-teaching staff are the Head of Finance and the Accommodation Officer.

The college is located in quite a small premises, in a quiet street in central Oxford. Whilst the premises are suitable for a small number of students, other venues are leased at other times, particularly for the large number of summer school participants and sizable closed-group courses.

### 2. Brief description of the current provision

From the outset, when most participants came from Japan, the college has expanded its provision to include:

Intensive English as a Foreign Language (EFL) courses leading to externally-accredited awards, for example International English Language Testing System (IELTS), Cambridge English: First (FCE) and Cambridge English: Proficiency (CPE).

EFL and internship programmes for Swiss participants, either in Information Technology (IT) or Optical industries.

Short EFL programmes for closed groups of visiting students from universities and schools. While mostly EFL, these may include cultural or academic elements.

Pre-university Foundation courses in Business Studies.

Content and Language Integrated Learning (CLIL) courses in Art, Architecture, Charities and Theory of Knowledge.

Summer school EFL programmes.

EFL courses for younger learners.

The inspection took place at the beginning of the academic year. There were only 12 students, who had been divided into three teaching groups. They were on Day 2 of their course. Four of these students also attend afternoon CLIL classes. Nationalities now include participants from a wide range of countries and marketing efforts are now focusing on learners from Muslim areas of the world, although not exclusively so.

### 3. Inspection process

The inspection took place over two days with one inspector. The inspector was able to meet with both co-principals and individual tutors. Unfortunately the Finance Officer was overseas and the Accommodation Officer was unavailable. However, the co-principals were very knowledgeable about their duties and were able to provide the inspector with the relevant information. Documentation pertaining to the inspection was readily available to examine. The inspector also observed four taught lessons, held a meeting with tutorial staff and had meetings with two groups of participants. In view of the fact that there were only 12 EFL students at the school, the inspection was limited in scope compared to if it had taken place at a busier period of the year.

## PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The institution is effectively managed

- |     |  |   |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The college is well-established with a management team who have been in place for several years. There is a clear organisation structure and there are records of meetings between the two co-principals and other members of staff.

#### 2. The administration of the institution is effective

- |     |  |   |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood.            | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution.        | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

Staff understand their roles and co-ordinate well to ensure the smooth-running of the operation. Job descriptions are defined in the staff files and the centre sets out its policies in both the Staff and Student Handbooks plus on the school website. The college has an effective online system to collect data on student attendance, progress and achievement.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The recruitment policy is set out in the staff handbook. Staff files contain documentation relating to their application and selection, plus there is supplementary evidence such as copies of DBS clearances and of qualifications. There is also documentation relating to classroom observations and annual appraisals.

4. **Publicity material , both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The website lists its courses by subject and type headings It has detailed descriptions of each course through subsequent link pages.

Hard copy versions are also available in the form of brochures and leaflets, particularly for agents and organisers of closed-group courses. Some of the student testimonials and statistics provided on the website are, however, a little out of date.

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The website provides a portal, through which potential participants can complete their applications and receive a response.

EFL students can complete initial online tests which are assessed and used to place them into the appropriate class level.

Details and requirements of the courses are clear, particularly those leading to an externally-accredited award. Students reported that their initial applications had been dealt with swiftly and efficiently. Agents' files are kept and reviewed as appropriate.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.  Yes  No
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The Student Handbook sets out the college's attendance requirement, which is higher than 80 per cent. Online records of attendance are maintained as are records of written warnings to individual students and dismissals, although these are rare. Tutors have weekly meetings with the DoS, which include any concerns over absence.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Feedback from participants is gathered on a weekly basis and any actions are recorded on the feedback form. Staff meeting minutes include reactions to the feedback and records of actions taken. End-of-course feedback is recorded from closed-group participants as well as from sponsoring organisations/institutions together with action plans.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The school conducts an annual review which culminates in a development plan. This contains an analysis of past performance and action plans for the future which are reviewed at staff meetings. The performance of teachers is assessed through classroom observations and teacher development sessions take place, led by the DoS.

The recommendations and requirements of external accreditation bodies are appropriately acted on.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 9. Academic management is effective

- |     |   |   |
|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The DoS oversees the management of the academic programmes and is also responsible for collecting data on student progress/achievement and the quality of teaching and learning. There is continuity in the allocation of teachers to groups and the College has acquired sufficient resources for the effective delivery of programmes.

### 10. The courses are planned and delivered in ways that enable students to succeed

- |      |  |   |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The three intensive class groups, present at the time of inspection, were timetabled over five days with students attending both morning and afternoon sessions. Schemes of work set out the content, aims and outcomes of the programmes as a whole. Lesson plans provide detail of more specific objectives, lesson stages and resources used. One of the written plans, however, had been hastily hand-written on blank notepaper with no specification of teaching objectives.

Where courses lead to an external award for example IELTS, the scheme of work includes practice assessments modelled on the final examination.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced.  Yes  No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.  Yes  No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation.  Yes  No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.  Yes  No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.  Yes  No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

All the EFL teachers hold base-line certificate qualifications and either have or are working towards the more advanced Diploma, part-financed by CIE. All had an excellent classroom presence and rapport with learners. However, sometimes not all students actively participate because individuals are not nominated to respond to questions.

Peer classroom observations take place regularly followed by feedback on strengths and areas in need of further improvement.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Students have access to online CIE material both for for supplementary learning and homework. They also have the use of a computer suite with six stations. In view of the very small size of the premises, participants are encouraged to make use of the public library. Staff have a wide range of published coursebooks, games and other learning aids as well as audio-playback machines, stationery and photocopier. Two of the classrooms at Bocardo House have overhead projectors linked to laptops.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.  Yes  No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Assessed homework is set regularly and weekly progress tests are administered online. Students can also track their progress on-line. Feedback is given to the learner, which is subsequently discussed in tutorials when specific and measurable targets are set. Students say that their tutors are accessible at all times. Any matters relating to misdemeanour are covered in the Student Handbook.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

As CIE has not conducted any Business Foundation courses for several years, the former agreement with Oxford Brookes University is no longer current.

The college prepares students for the Cambridge First Certificate, Certificate in Proficiency and for the British Council IELTS examinations. As CIE is not an examination centre, it needs no formal agreement or recognition.



15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level.  Yes  No  NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 15.3 External moderators are involved in the assessment process where appropriate.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

Internally certificated courses culminate in a statement of students' exit level equivalent to the Common European Framework.

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities.  Yes  No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The College no longer runs the Business Foundation Course, which used to lead into Higher Education. Participants can discuss further study options, particularly within the College.

## INSPECTION AREA - STUDENT WELFARE

### 18. Students receive pastoral support appropriate to their age, background and circumstances

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 18.2 Students receive appropriate advice before arrival.  Yes  No
- 18.3 Students receive an appropriate induction and relevant information upon arrival.  Yes  No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support.  Yes  No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

### 19. International students are provided with specific advice and assistance

- 19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK.  Yes  No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study.  Yes  No
- 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

#### Comments

Both the website and Student Handbook provide very comprehensive advice on arrival and pre-arrival matters, including on transport and living in Oxford. Participants receive a full induction on arrival, including a city tour, registration with the police where applicable and information on banking and healthcare.

On-going guidance is available from the co-principals, Accommodation Officer, DoS and tutorial staff. Since many students are from Japan, they can also talk to the Finance Officer who is of Japanese origin. Arab-speaking students can converse with the bilingual Accommodation Officer.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms  Yes  No and conditions.
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing  Yes  No at the start of the course.

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The website and Student handbook contain details of the terms and conditions and of the complaints procedure, which also makes mention of the possible referral to the BAC's complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students.  Yes  No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.  Yes  No  NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property.  Yes  No
- 21.4 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 21.5 Separate accommodation blocks are provided for students under 18.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back.  Yes  No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution.  Yes  No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement.  Yes  No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

There is a full-time Accommodation Officer and a part-time deputy. There is a handbook for home-stay hosts, all of whom are required to have DBS checks. Homes are inspected regularly by the Officer and there are clear, written terms and conditions which accompany the contracts. The website and Student Handbook provide clear information on host-family accommodation prior to arrival as well as on what action to take if the student is unhappy. There are records of the small number of incidents when a student has had to be withdrawn and rehoused.

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 23.2 The social programme is responsive to the needs and wishes of students.  Yes  No  NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.  Yes  No  NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

The website and Student Handbook have a specific set of pages devoted to excursions and activities. These make it clear as to which are free and which will need to be paid for. The number and type of excursions and activities vary according to which course is being undertaken and there is a process of consultation with students over these. One of the EFL tutors is clearly identified as in charge of the social programme.

## INSPECTION AREA - PREMISES AND FACILITIES

### 24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises.  Yes  No  NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  Yes  No  NA

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The tenancy agreement for Bocardo House is current. Other premises including Lady Margaret Hall, Jesus College and the local synagoguel are leased when there are larger numbers of participants, particularly in the summer months or when there are large closed-group courses.

### 25. The premises provide a safe, secure and clean environment for students and staff

25.1 Access to the premises is appropriately restricted and secured.  Yes  No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.  Yes  No  NA

25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No

25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

25.8 There is adequate heating and ventilation in all rooms.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

#### Comments

The premises are overall very pleasant in appearance. They are occupied solely by the College and are on two levels. The ground floor area is quite small and serves as an office and reception, whereas the first floor is much larger and more widely used. There is a central area, with sufficient tables and chairs to seat six to eight people. There are four classrooms, the largest of which can accommodate up to about a dozen. There is also a computer suite with six stations, a room for the two co-principals, a kitchen and a room which is used as an office, resource centre and staffroom. These are sufficient when there are small numbers of students and teachers.

There are adequate toilet facilities for both staff and students although these are very small with only one lavatory in each. Some refurbishment of the toilets is needed and this forms one of the College's written future action plans.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The classrooms are adequate in size for the relatively small number of students. I

27. **There are appropriate additional facilities for students and staff**

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Both students and staff have sufficient space although this is restricted by the size and layout of the premises. Teaching staff have their own small cupboards and classrooms can be used when these are not being used for lessons. Staff and students can use the kitchen, which has a kettle, microwave and refrigerator. The co-principals have their own room where private meetings can be held.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Institution's strengths

A long-established college.  
Long-serving, experienced and qualified staff.  
Strong links with recruitment agents.  
Adaptability to different types, ages and number of participants.  
Ability to react quickly to the need for additional premises.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

CIE-Online is used well to ascertain students' levels of English prior to their being allocated to a class level, to monitor progress and achievement as well as to provide supplementary learning material.  
Well-experienced and qualified tutorial staff, who relate well to their learners.  
The college has a good range of teaching resources.  
Close monitoring of student progress and regular gathering of feedback.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### STUDENT WELFARE

#### Institution's strengths

The website and Student Handbook Participants provide comprehensive information to ensure participants are prepared for their stay in the UK.  
Long experience in dealing with international students.  
Strong pastoral support and sensitivity to different cultural backgrounds.  
Safeguarding is taken very seriously by the school.  
Accommodation and social activities are managed very effectively.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

## PREMISES AND FACILITIES

### Institution's strengths

Very pleasant, well-resourced premises in central Oxford.

Access to other premises in the city when student numbers increase.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

Update testimonials and statistical information on the website.

Ensure there are written lesson plans for each taught session preferably on house-style templates.

Focus on elicitation and questioning techniques in future tutor-development sessions to ensure fairer student participation.

Redesign and refurbish the toilets when finances permit.

### COMPLIANCE WITH STATUTORY REQUIREMENTS

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