



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM VISIT (College)

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

ACCREDITATION STATUS: Accredited

DATE OF VISIT: 12 June 2018

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 19 July 2018

PART A - INTRODUCTION

1. Background to the institution

The College of International Education Oxford (CIE/the Institution) was founded in 1974. It offers a range of short courses combining English language tuition with subject-specific elements for visiting international students aged from ten years upwards. The Institution has always had strong links with Japanese schools and universities, for which it provides courses to closed groups.

The aim of CIE is to enhance the academic and social potential of students while promoting their understanding and appreciation of the diversity of their various cultural traditions. It furthers this through developing the English language skills of visiting students, with an emphasis on cultural enrichment and subject-specific elements.

CIE is the trading name for a United Kingdom (UK) registered company called United Travel Study Service (UK) Limited. The owner is based in Japan but maintains a close personal interest in the Institution. CIE collaborates with its Japanese sister company, United Travel Services (UTS), which is under the same ownership. The sister company assists in the recruitment of students in Japan.

CIE has two co-principals, one of whom oversees the day-to-day operations. The other co-principal has an advisory role as well as a significant teaching commitment. Administrative support is provided by the Finance Manager, the Accommodation Manager and a part-time assistant. Other responsibilities for example in marketing, are undertaken by teaching staff.

The Institution is located in a former house in a quiet street in central Oxford. The premises house year-round administrative offices and limited teaching accommodation. Classrooms are hired in university college and other premises when additional teaching space is required, particularly for the large number of summer school participants and sizable closed-group courses. Residential accommodation is arranged with local families on a homestay basis.

2. Brief description of the current provision

CIE offers a range of short courses combining English language skills with academic subjects, study skills and components relating to the cultural and community context of Oxford and the United Kingdom. The courses are taught throughout the academic year and in the summer. The courses are called Content Language and Integrated Learning (CLIL) courses. They are offered, mainly to closed groups from Japanese schools and universities. Specific components include courses in architecture, art and beauty and charities, all of which draw upon the Oxford context. Students from Japanese universities may obtain academic credit from their home-based institution for the work they undertake at CIE.

In addition, a four to eight-week pre-session course for students due to enter UK boarding schools is offered in July and August. This course is pre-dominantly for Chinese students. It combines English language skills with subject-related elements and study skills.

At the time of the inspection there were 19 students enrolled. A small majority are male and the majority come from Russia, with others from China, France, Italy, Japan, Kuwait, Saudi Arabia, Spain and Syria. The age range of students is from ten upwards and most come from high schools and universities. Over one year as a whole, the largest number of students come from Japan and the second largest from China.

There are flexible start and end points for courses. New students join classes on Mondays and leaving students finish classes on Friday each week.

3. Inspection visit process

The inspection was undertaken by one inspector over half a day. The inspector met with the Co-Principal who oversees the day-to-day operations, the Director of Studies, the Accommodation Manager and the Activities Manager. The inspector also scrutinised relevant documentation. The inspector toured the premises and also met with a group of students and a group of teachers. The inspector also attended sections of two classes. The Institution co-operated well with the inspection.

4. Inspection history

Full inspection:	8 December 2004
Supplementary inspection:	1 February 2006
Supplementary inspection:	20 November 2006
Supplementary inspection:	1 February 2007
Re-accreditation inspection:	3 September 2007
Re-accreditation inspection:	6 March 2008
Interim inspection:	4 February 2010
Re-accreditation inspection:	1 February 2012
Interim inspection:	15 July 2014
Re-accreditation inspection:	20-21 September 2016

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

The Institution no longer offers academic based courses, such as preparation for the General Certificate of Secondary Education (GCSE) and Advanced (A) level examinations. A Business Foundation Course has also been discontinued since the last inspection.

2. Response to actions points in last report

The last report contained no action points.

3. Response to recommended areas for improvement in last report

Update testimonials and statistical information on the website.

A promotional video on the website focuses on students' experience of CIE and also includes short clips of a host parent, teachers and one of the Co-Principals. The website also includes written student testimonials. Statistical information is up-to-date and includes average age and nationalities of students, average class size and proportions of students attending different courses.

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

A lesson plan template has been developed for use during scheduled observations. This focuses on the aims of the lesson, anticipated problems and solutions and self-reflection questions. The lesson plan template was seen in use during the inspection.

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

An extended session on concept checking was arranged as part of the professional development programme. Concept checking and eliciting are now specifically mentioned in the lesson plan template used for observed lessons.

Redesign and refurbish the toilets when finances permit.

While CIE recognises that this would be desirable, funds have not been available to implement this.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments				
The sharing of responsibilities between the two Co-Principals is clear and arrangements work well. The responsibilities delegated to teachers are also clear. As a result, the Institution is well managed.				

A flow chart, which informs all staff who to contact and how to address specific issues, is clear, comprehensive and helpful and presents a great deal of useful information to assist with the effective running of the organisation.

Senior staff attend local meetings of relevance to their particular positions. For instance, the Director of Studies attends the local meeting of directors of studies of Oxford language schools and the Co-Principal attends meetings of heads of tutorial colleges. This enables the senior managers to share issues of professional interest and concern with colleagues and contributes positively to their professional development.

4.2 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments				
Thoroughly prepared lesson plans are used to structure lessons. They contain a good range of activities and good awareness of the needs of different students and how to address them.				
Teaching is interactive and engaging. A variety of techniques are used, including videos, group work and written comprehension exercises. Good use of questioning techniques was observed, with use of open, closed, directed and general questions. Board work was clear and effective.				
New forms have been devised for use in peer observations. These are clear and establish a focus for the observation, which is determined by the observed teacher. The observed teacher and peer observer meet after the observation to discuss any matters arising and written records are produced. Although peer observation is currently undertaken mainly with less experienced and temporary teachers, it could usefully be developed for use on a more extensive basis with more experienced teachers.				
CIE offers a variety of professional development support to teachers, including payment of fees for English language teaching qualifications and for other relevant courses. Regular in-service training sessions are arranged and teachers are expected to undertake online student welfare courses annually. Teachers are appreciative of the professional development opportunities provided by CIE and consider they improve the quality of teaching.				

4.3 Student Welfare (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments				
Students spoke very favourably of their experience at CIE. They find teachers kind, serious and helpful and they commented on the friendly atmosphere. One student, who had joined the Institution the day prior to the inspection, commented that she had been made to feel welcome and had assimilated well into her class.				
CIE has expended considerable time developing a range of very good documentation and procedures for safeguarding under the leadership of the Co-Principal, who is the designated lead for safeguarding. Documents are thorough and extensive and reference to safeguarding is made in recruitment correspondence. Procedures are well developed and thorough. Practice is well considered and strong.				

The extensive safeguarding documentation has been developed over a period of time and would benefit from consolidation and cross-referencing to make documents more accessible to staff. Documents are not dated, so that systematic and regular can be readily undertaken.

Teachers are aware of safeguarding arrangements, documents and responsibilities and confirmed that safeguarding issues are addressed during the induction of new staff. The Director of Studies, who interviews prospective teachers, shows a good awareness of child protection issues as they relate to staff recruitment and deployment.

The Accommodation Manager is knowledgeable, confident and well informed and has clear and appropriate procedures for vetting and recruiting host families. Evidence was seen of notification to the local authority of students under 16 being accommodated with host families.

Several teachers have received appropriate training in safeguarding enabling them to deputise for the safeguarding lead in his absence.

Risk assessments for off-site activities are conducted by the teachers, who will lead the specific activity, and reviewed by the Activities Manager. This ensures that accompanying staff develop a good awareness of the risks associated with the activity and promotes responsibility. It is very good practice.

4.4 Premises and Facilities (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
Comments				
Premises are clean and well maintained. One room was out of action because of a broken glass wall. The wall had been taped to secure the glass in position and the room was out of action while repairs were being arranged.				

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS
This is a well-established institution with a clear set of aims and commitment to addressing them.
Well located premises of good quality in central Oxford.
Very pleasant, purposeful atmosphere.
Evident concern and strong arrangements for the care of students, safeguarding and quality-related procedures.
Interactive, skilled teaching using a variety of appropriate techniques.

ACTIONS REQUIRED	Priority H/M/L
None	

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)
The Institution is recommended to redesign and refurbish the toilets if and when finances permit.
The Institution is recommended to extend peer observation to all teachers on a regular basis.
CIE is recommended to review safeguarding documents to relate them to one another more clearly and to make them more user-friendly for staff.
It is recommended to include formulation and/or review dates on all significant documents.

COMPLIANCE WITH STATUTORY REQUIREMENTS	
Declaration of compliance has been signed and dated.	YES
Further comments, if applicable	