

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: Oxford EMI Limited

ADDRESS: 72 Harpes Road
Oxford
OX1 3BH

HEAD OF ORGANISATION: Mrs Julie Dearden

DATE OF INSPECTION: 3-4 July 2018

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

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

Date: 27 Sept 2018

1. Background to the organisation

Oxford EMI Limited (the Provider) is a privately owned training company. It was founded by its Director to train teachers from overseas universities, who deliver their subjects using English Medium Instruction (EMI). The company has one Director, who is the sole owner. There is also a Senior Trainer. They are supported by a part-time Administrator and a Website and Marketing Manager. Oxford EMI was registered in March 2017 as EMI Training. The change to its current name was registered on 5 September 2017. The courses are of one to two weeks' duration. The majority are run in Oxford, with some provision also delivered abroad for universities as required. The participants come from overseas universities who sponsor their staff to undertake the training to enable them to deliver their programmes in English effectively as part of the university's strategy to attract more international participants.

Teaching is delivered by the Director and the Senior Trainer, who have a long experience of English Language teaching. The Director has worked in training English teachers since 1983 and is a former Director of International Programmes at the University of Oxford and a Senior Research Fellow. The Director continues to lecture on the Applied Linguistics Master Degree in the Oxford University Department of Education. The Senior Trainer has developed and taught EMI courses for the British Council around the world, as well as developing provision in collaboration with the Department of Education at Oxford University.

All the training courses are developed and certificated by Oxford EMI, who have no accreditation arrangements with awarding bodies.

To support participants from overseas institutions, two part-time student helpers are employed for the duration of the courses. Student helpers are University of Oxford students who are familiar with local colleges, facilities and attractions and act as guides for the course groups. Additional guest speakers are employed to lend their expertise to topics supporting competency development. These speakers are professional academics from the University of Oxford.

The Provider owns its administration office and rents teaching and residential accommodation from the University of Oxford colleges for the duration of each short course. The venues, including Saint Anthony's College, Saint Catherine's College, Christ Church College and Trinity College, are situated in or close to the centre of Oxford. The colleges offer spacious teaching rooms, social areas and access to gardens and dining halls. The Provider has a maximum capacity of around 170 participants on the seven or eight short courses run.

2. Brief description of the current provision

Oxford EMI offers three short courses based on English Medium Instruction. These are EMI for University Lecturers, Support for EMI Teachers and Present Your Institution to an International Audience. The EMI for University Lecturers is the most frequently delivered course. The courses train higher education lecturers from overseas universities in advanced techniques for delivery of courses through the medium of the English language, where English is not the first language of the teachers or the students. The courses are delivered to staff from a range of discipline areas including subjects such as engineering, science, mathematics, humanities and the arts. Course content includes aspects of pedagogy, language awareness and integrating international students into universities. All courses are full-time and residential.

Courses are based on the most up-to-date research in teaching through the medium of English and are tailored to the needs of the institutions who sponsor their staff to attend. All participants are from overseas universities and, at the time of the visit, there were 20 participants from a Chinese University attending the EMI for University Lecturers course, the majority of whom were female.

Participants are sponsored by their university who pay their fees and expenses. Participants must meet the entry criteria of at least intermediate level English Language competency. All participants complete an application form, which sets out their previous experience and English Language competency level, along with any special requirements.

3. Inspection process

The inspection was carried out by one inspector over two days. Meetings took place with the Director, the Senior Trainer, the Administrator, the Website and Marketing Manager, participants and facilities managers from the Colleges from whom accommodation is rented. A tour of the premises was carried out and two training sessions were observed. A wide range of documentation was reviewed both in advance and during the visit, including online staff and participant records. The Provider positively engaged with the inspection process and cooperated fully with the inspector throughout

the preparatory period and during the visit.

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 provider.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider 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 provider 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 and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The Provider has a clearly defined organisation structure. Staff have appropriate job descriptions setting out their duties and responsibilities, which are clearly understood. Four employees are on permanent contracts, with the Director and the Senior Training being the only full-time staff. Freelance staff are given contracts for the individual sessions they teach and student helpers have clear and appropriate job descriptions for their temporary contracts. Terms and conditions are clearly communicated through the Staff Handbook, which is made available to all employees.

All staff hold appropriate qualifications. The Senior Trainer and Director have extensive knowledge and experience of delivering training for teachers and the development of pedagogy. Both are also current members of a University of Oxford research group and are able to engage effectively with professional practice research and development. The Director has a clear vision and strategic plan for the development and growth of Oxford EMI.

Regular staff meetings, whilst informal, ensure that all staff are clear about courses, dates, requirements and other organisational aspects. The Director and Senior Trainer also meet at the end of each day to review course delivery and planning. Any course changes and amendments are clearly reflected in updates to the tutor notes. However, more formal recording of meetings and outcomes from meetings would enhance the effectiveness of communication, particularly if the organisation grows to include more courses and staff.

Communications, structures and the current systems are fit for purpose and allow the Provider to focus on delivery and course development and to ensure that courses are effectively managed.

2. The administration of the provider 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 provider. | <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 provider. | <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 |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Administrator has good experience in the organisation of events, courses and liaison with customers and has a clear job description, which effectively supports the clarity and understanding of the administrative responsibilities. With around seven or eight short courses run each year, the current administrative support is sufficient to handle the enquiries, send information to participants, check applications and provide responses to questions. Participant feedback surveys confirm satisfaction with administrative support, which is clear and efficient.

Policies and procedures related to employees are clearly set out in the Staff Handbook. They include disciplinary procedures and leave entitlement and are provided to all permanent and temporary staff. All policies and procedures for the management of the provision are well understood by all staff. The personal data of staff and participants is appropriately organised by the administrator and stored in accordance with data protection requirements.

The main data collection is focused on participant feedback. Participants are asked to complete a feedback survey at the end of their course and are then contacted six months after course completion to evaluate the impact of their learning on their practices. Stakeholder feedback is used to review courses and informs further developments. Completion rates for courses are very high, and accurate lists of course attendees and outcomes are maintained.

The administrative support available to management effectively meets the needs of the team and the needs of external stakeholders.

3. **The provider 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

Recruitment policies include clear job descriptions and the requirements for prior qualifications and experience. All references and appropriate checks are made in advance of employment.

The review of staff performance is part of the ongoing monitoring and review following the completion of each short course. As a result, appropriate improvements in management and delivery are discussed and implemented.

3.3 Whilst the ongoing review of performance works effectively within the context of a small team, the development of more formal performance reviews and appraisals would serve to support ongoing staff development in line with organisation requirements.

The administrative and managerial arrangements are appropriate for the current size and functions of the organisation, but to support growth and development, a systematic performance review procedure would ensure consistency as the provision and the number of staff increase.

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

- 4.1 Text and images provide an accurate depiction of the provider'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 Provider has a range of clear information sheets on the courses offered, which are available through the website and in hard copy. Copies of course information sheets are sent to participants post application. They include a schedule of delivery.

The website provides clear information about the delivery of courses in Oxford Colleges and the nature of accommodation offered. Participants confirmed that the facilities and accommodation met their expectations.

The information provided about Oxford EMI provision to external stakeholders is clear, accurate and informative.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- | | | |
|-----|---|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

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

Comments

All participants are drawn from universities internationally and hold appropriate higher education qualifications. Participants must have at least intermediate level English language skills and this is clearly specified in the course descriptors on the Provider's website. All applicants complete an application form setting out their qualifications, prior experience and a personal statement to indicate how they hope to apply their learning.

All queries and applications are dealt with promptly, together with further information or acceptance of the application. No agents are used to recruit participants, as the Director and Senior Trainer work directly with overseas institutions who are taking forward delivery of their programmes in the English language.

Recruitment systems are appropriate and transparent. Participants confirmed that they had received clear information and prompt and helpful responses to all correspondence.

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

- | | | |
|-----|---|--|
| 6.1 | There is a clear and published policy on participant attendance and punctuality. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

All courses have an expectation of full attendance for their one to two weeks' duration. This requirement is set out in the terms and conditions attached to the application form. Attendance records are kept for all taught sessions and, where appropriate, attendance is confirmed with the participants' home university. Where a participant is absent, they are immediately contacted by a member of the team or by a student helper and any assistance needed is offered. As appropriate, a follow up meeting is arranged and additional support and guidance on missed course content provided.

Attendance registers are completed for every session, with participants asked to sign in to confirm their attendance. Completed registers are passed to the Administrator for logging and retention in the administrative office. Records of attendance are confirmed with the sponsoring university, as required.

The attendance monitoring and support procedures are clear and well organised. The participants understand the attendance requirements.

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

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant 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 provider's response to the feedback to the participant body. Yes No

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

Comments

Mechanisms for the collection and review of participants feedback are clear and effective. All participants are requested to complete an online feedback form at the end of their course with results reviewed by the Director and Senior Trainer to inform enhancements. Six months after completion, participants are contacted again and feedback sought on the impact the course has had on their teaching and what further course content would have been helpful.

Online video conference meetings are arranged and former participants are able to cite examples as to how their learning has informed their practices in delivering courses through the medium of English. Follow up contact is also made with the universities to gain their feedback and to look at future training needs. The on-going contact with participants to assess the impact of the courses on individual development and their teaching represents good practice.

Feedback is recorded and analysed after each course and appropriate amendments made to delivery or other aspects. For longer term comparative analysis, the introduction of qualitative measures would facilitate the tracking and review of the quality of courses and participants' satisfaction.

The Provider ensures that feedback is systematically obtained and that the participants' feedback effectively informs course development and enhancement.

8. **The provider 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 provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

After each day of course delivery, the two senior members of staff meet to discuss the sessions and the informal feedback provided by participants. Changes are made to lesson plans as required, for example, building in additional activities, case studies or video examples to support participants' understanding.

8.2 Oxford EMI is just completing its first full year of delivery of courses, and no formal annual reports have as yet been produced.

Feedback and actions for improvement are discussed at the end of each course and any amendments to the provision are introduced as quickly as possible. Action plans are linked to the planning of course provision. They are included in the tutor notes folder. The notes serve as the main course delivery reference and planning document.

The systematic and ongoing review of course delivery and participant feedback and engagement ensures courses are effectively reviewed and managed.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

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

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

Comments

The Director and Senior Trainer are very experienced managers and developers of provision, as well as teachers. The Director continues to work with the Oxford University Department of Education and has extensive experience of managing programmes and staff to deliver English language teaching programmes. The Senior Trainer has developed and delivered programmes for universities and recognised language bodies.

All courses are clearly timetabled and schemes of work are made available to all participants in advance of the course. The rooms utilised are located in one of the four Oxford Colleges with whom the Provider has room hire arrangements. They are appropriate to the size of the group. All rooms are equipped with audio-visual equipment to support the delivery of teaching, and are fully accessible to any participants with limited mobility.

The large majority of courses are delivered by the Director and Senior Trainer. This provides for a consistent learning experience for the groups. Where additional staff and guest speakers are utilised, all are known to the management team and are experienced and respected senior academics, many of whom are working at the University of Oxford. All classes are regularly observed and team teaching takes place to support the monitoring and consistency of delivery.

Academic resources are purchased as required, with the agreement of the Director, to benefit current and future course requirements. These are mainly learning materials which are made available to students online or in hard copy as appropriate. Participants confirm materials are accessible and helpful in supporting their pedagogical development.

The courses are effectively organised and managed to meet the needs of the participants. They are supported by appropriate procedures and resources to support participants' engagement and achievement.

10. **The courses are planned and delivered in ways that enable participants to succeed**

- | | | | | |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants 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 courses are carefully planned with clear and detailed tutor notes which support the effective delivery of the teaching sessions. All classes are taught in groups of no more than 20 participants and a significant majority of courses are delivered to participants who come from the same university. The focus of the courses has been agreed with the universities, whose staff attend the training, and enables participants to develop and improve their skills in delivering their teaching through the medium of English. No external awarding bodies accredit the courses.

Regular homework is set for the participants, including preparatory reading in advance of the classes. Participants undertake a series of activities which develop their understanding of skills and techniques, and receive peer and trainer feedback on activities throughout the course to help develop their competencies. The regular peer and trainer feedback, alongside the self-evaluation of performance, effectively builds student confidence and skills and represents good practice.

All sessions are focused on building teaching skills, which the participants can then adapt to their particular subject specialisms, and instruction. The activities build towards the final micro-teach session, which is observed by participants and the staff. Participants receive feedback from their peers, and individual feedback from the Senior Trainer. No formal or graded summative assessment takes place, as all participants are qualified higher education practitioners seeking to develop their competencies in the use of the English language to deliver their teaching.

Clear and effective planning, supported by a range of learning materials, supports participants to develop their competencies in the use of English as a medium for instruction.

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

- 11.1 Trainers are appropriately qualified and experienced. Yes No
- 11.2 Trainers 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 trainers incorporate regular classroom observation. Yes No
- 11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No
- 11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Trainers employ effective strategies to involve all participants 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 staff are very experienced practitioners, who are specialised in the delivery of education and training in the English language. Both the Director and Senior Trainer are members of the Department of Education research group linked to the delivery of English language education. Their knowledge of pedagogy is detailed and this supports the effective delivery of the provision well.

A formal appraisal system is under development as part of the Provider's first year of operation. It is planned for introduction in the next academic year. To support the ongoing quality and standards of course delivery, observations of teaching take place during every course and feedback is provided to the teachers. The outcomes of observations are also centrally evaluated by the Director and Senior Trainer. These inform the on-going development of course delivery and schemes of work. This current system of performance review ensures that the delivery and organisation of the courses are appropriate and that improvements are introduced as appropriate. In addition, teaching staff are supported to attend conferences and to participate in activities at the Oxford University Department of Education. This effectively supports their knowledge of teaching practices.

Trainers use a range of teaching techniques and activities, which appropriately reflect differentiation and are designed to take into account the needs of the individual participants. Where a student may need additional support, this is provided on an individual basis by the tutors, both through the provision of additional materials online, and through face-to-face support.

Students confirmed that the courses are well structured and that they are well supported to develop their teaching skills.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

All teaching rooms are appropriately equipped, with Information Technology (IT) facilities which are used well to support teaching delivery. Resources, such as notes and online links to additional learning resource texts, are provided to students electronically and in hard copy, to support class-based activities. The resources also develop in-depth understanding of teaching strategies and are used to support teaching competency development.

Online resources are provided to participants at the end of each day. These resources prepare participants for the following day's learning and assist them to develop their knowledge and understanding of effecting English language delivery teaching techniques. The Director and Senior Trainer have access to a wide range of materials through the association with the Oxford University Education Department, and through research group membership.

All training is supported by well developed resources, which effectively support participants' skills development.

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

- | | | | |
|------|---|--------------------------------------|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |

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

Comments

The planning of formative assessment is well-managed. Students are made aware of the formative assessment activities, through course materials and the schedule of delivery, and how these will help develop their skills and understanding. The programme schedule, which is sent to participants at least two weeks in advance of the course, makes clear the range of the course content as well as the formative assessment opportunities. For participants who are not making satisfactory progress, additional support and guidance is provided by the trainers on an individual basis, both in class and outside of class-time, as appropriate.

Formative assessment is built in throughout the course. Participants receive regular formative feedback both from trainers and from their peers and are encouraged to reflect on their own performance. The highly interactive and individual approach to learning ensures that individual progress is effectively monitored. Additional support is provided to participants as appropriate by the trainers.

Clear strategies are in place to ensure participants receive constructive feedback on their performance and individual progress is effectively monitored.

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

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

Comments

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 participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

The courses offered by the Provider are not formally accredited by any external awarding body and are not benchmarked against the framework for higher education qualifications. As a result, there is no formal external moderation of delivery or assessment.

The rationale for the courses is clearly set out in the course descriptors. The courses lead to EMI certificates in delivering teaching through the medium of the English language to international students.

The outcomes of each course focus on improving teaching skills to meet the overseas universities' requirements for teaching in English. The Director and Senior Trainer visit universities abroad and ensure that the courses meet institutional requirements as part of internalisation initiatives by overseas universities, which in turn are linked to staff employment requirements.

Course feedback indicates that courses meet the needs of participants and of the higher education institutions who employ them.

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

- | | | | | |
|------|---|---------------------------|--------------------------|--------------------------|
| 16.1 | The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 16.2 | For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks. | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |

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

Comments

INSPECTION AREA - PARTICIPANT WELFARE

17. Participants receive pastoral support appropriate to their age, background and circumstances

- | | | | | |
|------|---|--------------------------------------|-------------------------------------|-------------------------------------|
| 17.1 | There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.2 | Participants receive appropriate advice before the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 17.5 | The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 17.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 17.7 | Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input type="radio"/> Yes | <input checked="" type="radio"/> No | |

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

Comments

Pastoral support requirements are focused on ensuring that participants are able to settle in quickly and that they have appropriate contact numbers should any unexpected situations arise. Participants are housed in University of Oxford's college accommodation. They have access to local information and help through the College Lodges, which are open 24 hours a day. Student helpers are employed to support each course. They assist with participants' orientation and broader non study related information and guidance. Participants are also part of a social media group, which also includes Oxford EMI staff, and are able to ask questions and gain advice online.

Participants also receive detailed travel instructions and information on accommodation and the role of the student helpers, who are available to offer guidance and advice on Oxford facilities and venues.

On arrival, the students are welcomed by Oxford EMI staff and shown to their accommodation. They are provided with a formal welcome pack, which includes guidance on the programme location, activities, broad guidance on seeking additional information and on working with others and raising concerns.

17.7 No policy or procedures are in place to protect the participants from the risks of radicalisation and extremism.

The pastoral information and support systems are clear, well formulated and meet the requirements of the participants.

18. **International participants are provided with specific advice and assistance**

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

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

Comments

Participants are provided with clear advice on how to travel from the airport to Oxford. They are met on arrival as a group or individually according to travel arrangements, and taken to their accommodation. All groups are allocated a student helper, whose role is to help participants with their orientation and also to provide information and guidance on local events, venues and activities. This represents good practice. The student helpers are employed by the Provider for the duration of each course and participants value their friendly and informal support and advice.

Participants receive a well-structured welcome pack, which provides information and guidance on attendance and participation expectations and a range of useful contacts. Social media groups ensure that ongoing advice and support is available to participants throughout their time in Oxford.

Each group has a leader, who is able to provide support in the participants' first language. Cultural and religious considerations are taken into account in respect of religious and dietary considerations, with participants being asked to state preferences on their application forms. Relevant information is then passed to the college providing the accommodation. All Oxford colleges are experienced in dealing with a wide range of international participant requirements, including offering prayer rooms.

The pastoral support and advice effectively supports participants' orientation with appropriate advice and guidance.

19. **The fair treatment of participants is ensured**

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

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

Comments

The contractual terms and conditions are clearly set out on the application forms. In the case of most Oxford EMI courses, participants are selected by their university who sponsor them to undertake the course.

The Welcome Pack provides participants with appropriate clear guidance on who to contact should concerns arise, including the student helper and the Director. The Director or Senior Trainer respond to any concerns as quickly as possible and normally within hours of a concern being received, either by telephone, e-mail or the social media group.

19.2 Participants do not have access to a formal complaints procedure.

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

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

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

Comments

Good quality residential accommodation is reserved for participants in one of the four Oxford Colleges used by the Provider. The residential accommodation is fully compliant with legal and statutory requirements and is inspected by local councils and the Health and Safety Inspectorate. Clear information leaflets on Health and Safety are provided to all residents and visitors. Health and Safety information is displayed in all rooms and fire exits are clearly signposted, including through lit emergency exit signs.

All participants are adults and have access to a group leader, who is fluent in English and in the participants' native language. Participants also have telephone, e-mail and social media access to Oxford EMI staff should they need any additional guidance or assistance. The range of communication media effectively ensures that the needs of the course members are met.

Accommodation provided is attractive, comfortable and fit for purpose.

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. Yes No
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 Clear monitoring procedures are in place with opportunities for participant 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

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider 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

A clear and varied social programme, which appropriately reflects participants' interests is organised for each group. Participants are able to sign up for events of interest including concerts, shopping and sight-seeing trips. Organised activities can be added to reflect group interests as requested. Student helpers assist with the organisation of the social activities under the supervision of experienced Oxford EMI staff.

Participants confirmed that the social programme is interesting, varied and affordable and gives them a good experience of English culture.

INSPECTION AREA - PREMISES AND FACILITIES

23. **The provider has secure possession of and access to its premises**

- 23.1 The provider has secure tenure on its premises. Yes No NA
- 23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

All premises used for the delivery of teaching and for participant accommodation are rented for the duration of each course from the University of Oxford's colleges.

The administrative office accommodation is attached to the Director's home, which she owns.

24. **The premises provide a safe, secure and clean environment for participants and staff**

- 24.1 Access to the premises is appropriately restricted and secured. Yes No
- 24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA
- 24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No
- 24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

All premises are secure and well maintained. Health and safety guidance is clear including for visitors at each of the colleges used. Access to all areas is by key cards issued to staff and participants and is monitored by security staff at each college. All the colleges provide generous circulation and social space. Notice boards display general information about the colleges and activities.

All accommodation is clean, well-lit and well heated and ventilated, including the toilet areas.

The Oxford colleges provide very well-maintained accommodation for the Oxford EMI courses. The experience of working and studying in such a well known environment is a strong feature of the courses.

25. **Training rooms and other learning areas are appropriate for the courses offered**

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms 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 NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

Good quality classrooms are booked in Oxford colleges. They offer appropriate space for the group sizes. The classrooms are suitable for group work and for students to complete their formative assessments and final short teaching delivery exercise. They include the availability of appropriate IT facilities.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

All participants are housed in well appointed study bedrooms, which offer desk space for private study and wireless internet connections. Space for group work is also available within the student areas of each college. Each college offers social spaces for participants to meet. During the day, refreshments are available in areas located close to the classrooms, and appropriate arrangements are made for lunch.

Staff have access to work and storage space in the main office, which is used for the small team to hold their meetings. Work space for staff to undertake preparation and administrative work is provided in the office. Staff use laptops to allow them to work in the colleges whilst students are in class, so that staff are on-hand to respond to any student queries and to provide support.

The administrative accommodation is sufficient for the team and participant accommodation is of a good standard.

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

Provider's strengths

The on-going contact with participants to assess the impact of the courses on individual development and their teaching.

Actions required	Priority H/M/L
3.3 The Provider must develop formal performance reviews and appraisals to support ongoing staff development in line with organisation requirements.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
8.2 The Provider must develop annual monitoring and review reports to support transparent monitoring and enhancement of the provision.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The regular peer and trainer feedback, along with the self-evaluation of performance, effectively builds students' confidence and skills.

Online resources provided to participants at the end of each day, which prepare them well for the following day's learning.

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

PARTICIPANT WELFARE

Provider's strengths

The employment of student helpers, whose role is to help participants with their orientation and also to provide information and guidance on local events, venues and activities.

Actions required	Priority H/M/L
17.7 The Provider must make appropriate arrangements to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
19.2 The Provider must develop a formal written complaints procedure for students to ensure that a fair and consistent approach is utilised in response to any participants' concerns.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

The Oxford University's colleges provide an excellent learning environment for the students.

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

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

The Provider should consider developing more formal methods of recording meeting outcomes to enhance the effectiveness of communication.

The Provider should consider introducing a systematic performance review procedure to ensure consistency as the provision and the number of staff increase.

To facilitate longer term comparative analysis of course outcomes, the Provider should consider the introduction of qualitative measures to track and review the quality of courses and participants' satisfaction.

COMPLIANCE WITH STATUTORY REQUIREMENTS