



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: College of International Education

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

HEAD OF INSTITUTION: Ms Irma Banyte-Kelly and Mr John Hudson

DATE OF INSPECTION: 10 & 12 March 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 27 May 2021

PART A – INTRODUCTION

1. Background to the institution

The College of International Education (CIE/the Institution) is a privately owned organisation based in Oxford in the United Kingdom (UK). It offers a range of short courses in English as a Foreign Language (EFL) as well as EFL combined with subject-specific elements to students from the UK and other countries.

The Institution was founded in 1974. Its year-round premises are in a former house in a quiet street in the centre of Oxford, where the administrative offices and limited teaching accommodation are located. Classrooms are hired in University of Oxford college premises when additional teaching space is required, particularly for the large number of summer school students and sizable closed-group courses. Residential accommodation is arranged with local home-stay providers.

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.

CIE is the trading name of a 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. UTS assists in the recruitment of students in Japan. The Institution has always had strong links with Japanese schools and universities, for which it provides courses to closed groups, which are formed by the client organisation.

CIE has two Co-Principals, one of whom works full time as Director of Studies (DoS) and oversees the Institution's day-to-day operations. The other Co-Principal works part time and has an advisory role as well as teaching duties. Administrative support is provided by the Finance Manager and the Accommodation Officer. A temporary part-time assistant is employed when required. An Assistant Director of Studies (ADoS) provides support for teaching staff and is responsible for student welfare and social activities. A temporary additional ADoS is employed during the summer school and is based at the summer school premises. Marketing and Summer ADoS responsibilities are undertaken by a member of the teaching staff.

2. Brief description of the current provision

CIE offers courses in EFL, including preparation for the International English Language Testing System (IELTS) examination, and a range of short Content and Language Integrated Learning (CLIL) courses combining EFL with academic subjects, study skills and components relating to the cultural and community context of Oxford. EFL courses are offered throughout the year to students from around the world and to individuals already resident in Oxford. These courses are open to students aged 15 and above.

Closed EFL courses are run at any time during the year and often include a specific focus, such as practice for Cambridge or Trinity EFL examinations, English for work or English culture. Closed-group courses are offered to students aged ten and above. The large majority of students are from Japanese schools and universities, who attend bespoke CLIL programmes. Japanese university students may obtain academic credit from their home institution for completing their course at CIE.

Courses are usually delivered face to face, with additional online study materials provided on the Institution's learning portal. Year-round EFL courses are delivered at the CIE premises, with capacity for up to 37 students. Enrolment is continuous, and students can join at the beginning of each week. Placement in classes is determined by the outcome of initial assessment. Dates for closed groups are responsive to demand. Summer courses for up to 300 students are delivered in hired premises at Oxford University colleges. A junior summer course for students aged ten to 14 years is delivered on the main premises.

Currently, all courses are being delivered virtually. The course being delivered at the time of the inspection was delivered online to 17 university students in Japan. All were over 18 years of age, the majority were female and all

were Japanese. In addition to the Japanese groups, CIE usually receives groups from Argentina, China, Germany, Hong Kong, Italy, Romania, Russia, Spain and Switzerland each year.

3. Inspection process

The inspection was undertaken remotely by one inspector over two days. The inspector met with the proprietor, the Co-Principals, the ADoS/Welfare Officer, the Finance Manager and the Accommodation Officer. Meetings were also held with a group of students, one teacher and two home-stay hosts. Classes, a one-to-one tutorial and four students' final presentations were observed. The inspector scrutinised relevant documentation and databases, and a virtual tour of the premises, which is also the head office, was undertaken. The Institution provided all requested documents promptly and co-operated very well with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	8 December 2004
Supplementary	1 February 2006
Supplementary	20 November 2006
Supplementary	1 February 2007
Re-accreditation	3 September 2007
Re-accreditation	6 March 2008
Interim	4 February 2010
Re-accreditation	1 February 2012
Interim	15 July 2014
Re-accreditation	20–21 September 2016
Interim	12 June 2018

PART B – JUDGEMENTS AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined and appropriate to the Institution. Managers have worked at CIE for many years and they work well and effectively as a team.

The proprietor is in regular contact with the Co-Principals and the Finance Manager, and plays a significant role in establishing the aims and ethos of the Institution. He appropriately delegates responsibilities for strategic direction and operational management to the management team.

The Co-Principals are highly qualified and experienced. Their specific roles are well defined and exploit their complementary areas of expertise effectively. They understand their roles and responsibilities. The Finance Manager is suitably qualified and plays a key role in communications with the sister company in Japan, which recruits the majority of students.

Channels of communication between the proprietor, management and staff are clearly documented and highly effective.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Data collection and collation systems are effective.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration of the Institution is very effective. Most administrative responsibilities are divided between the leadership team and the permanent staff, who also teach part time. These responsibilities are clearly defined and understood by all staff. Suitable arrangements are in place to expand administrative support during periods of peak student enrolment. This ensures the smooth running of the operation.

Comprehensive policies and procedures are published in staff handbooks. Those that are relevant are provided in student handbooks and are easy to access from the CIE website. Induction for new staff and students ensures that they are suitably aware of key policies and procedures. All significant documents have formulation or review dates to ensure that the latest version is in use.

The Institution uses suitable electronic systems to collect and collate all relevant data. It keeps meticulous records of student enrolment, attendance, progress and achievement.

3. The institution employs appropriate managerial and administrative staff

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Procedures for the recruitment and continuing employment of staff are detailed in the staff handbook, which is produced by an external specialist company and updated annually. CIE secures well-qualified and suitably experienced staff, who are committed to its published aims and ethos.

The Institution operates a safer recruitment policy, which is set out in the staff handbook. Appropriate checks are made on applicants prior to confirmation of appointment and recorded on an accurate Single Central Record. All staff undergo Disclosure and Barring Service (DBS) checks prior to commencement of employment or when returning as temporary employees. Staff files contain evidence of these procedures, including references and copies of qualifications. Currently, staff files are kept in hard copy only.

An appropriate appraisal system is in place and is consistently implemented. This results in provision of relevant Continuing Professional Development (CPD) and promotes ongoing improvements in provision.

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

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The CIE website accurately reflects the Institution's location, premises and provision. It has recently been redesigned and changes can now be made in-house, ensuring that all information is kept up to date. Information provided on the courses is comprehensive and supports prospective applicants in making informed choices.

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

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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

Students at most levels of English can be accommodated throughout the year. As a result, the application process for individuals is used to identify the level and learning goals and ensure that applicants are matched to the most suitable course. The process includes an online initial assessment that includes a suitable writing task.

Applications can be made via the Institution's website and applicants receive a response within 24 hours. They are then provided with detailed information about the Institution and their chosen programme.

The Institution also recruits students through a number of overseas agents, all of whom are properly vetted and kept informed of developments in the provision.

CIE works closely with educational institutions in Japan to provide bespoke courses to groups. Managers go to Japan annually to visit universities and schools that regularly send their students, providing taster lessons and answering questions. Groups complete the initial assessment prior to arrival. As a result, the Institution is suitably prepared to meet the needs of the students it receives.

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

- 6.1 There is an appropriate, clear and published policy on student attendance and punctuality. 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

Requirements for attendance and punctuality are set out in a clear policy disseminated through handbooks and available on the Institution's website. Registers are well maintained and all absences are followed up promptly.

On the rare occasions that attendance falls below the expected 90 per cent, formal warnings are issued and can lead to the termination of the course, although there have been no instances of this since the previous inspection.

Attendance is closely monitored, with absence treated as a welfare concern. As a result, attendance levels are very high.

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

Student feedback is gathered through a range of suitable means, including completion of feedback forms, one-to-one tutorials and regular informal student interactions with staff. All feedback is reviewed by management and action is taken where necessary. Any individual student concerns are addressed promptly, and the student is informed of actions taken.

End-of-course feedback on closed-group courses obtained from teachers, students, group leaders and sponsoring institutions produces substantial qualitative data, which is used effectively to review and improve subsequent programmes. The Institution informs stakeholders of changes made in response to their suggestions.

Staff provide feedback in regular meetings and confirm that leaders are responsive to their suggestions. Agreed actions are incorporated into the annual development plan and information on actions is provided in subsequent meetings and on staff notice boards.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Institution conducts an appropriate annual performance review, drawing upon information from all relevant sources to identify priorities for improvement. These are systematically addressed in a detailed and realistic development plan that evidences a robust quality assurance process.

The annual performance report summarises the outcomes of development planning over the year.

8.2 However, the annual performance report does not consistently evaluate all areas of provision. Insufficient use is made of the very good data held by the Institution to support judgments.

Action-planning is highly effective and results in continuous improvements to the provision.

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="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The Co-Principals are highly qualified and experienced, bringing expertise from complementary fields of education to the Institution. One Co-Principal is responsible for academic management in her role as DoS. She is supported by a year-round ADoS and an additional Academic Manager for the off-site provision during the peak summer period. The team members work effectively together to ensure that high standards of course delivery are consistently maintained.

Courses follow published timetables and rooms are allocated appropriately in accordance with class sizes. Classes have a main teacher whom students see daily and who is responsible for their core learning. This provides a consistent learning experience and ensures that individual progress is properly monitored.

An appropriate policy and procedures for the acquisition of academic resources are published in the staff handbook and are known to staff. EFL course books have been updated recently and the Institution is in the process of developing a bank of good resources for online CLIL delivery.

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 that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Course provision is excellent. Programmes for individual EFL students can be tailored to meet their particular needs and interests, including preparation for external examinations or CLIL. Content of closed CLIL courses is selected by sponsoring institutions from a range of modules designed to make best use of the experience of studying in Oxford. The content of the virtual course being delivered at the time of the inspection was substantially new and devised in line with the sponsoring institution's preferences.

Schemes of work are well designed to develop language and communication skills appropriate to the students' levels. Lesson plans identify clear outcomes and include appropriate stages to achieve them. EFL students take regular formative tests that effectively inform them of their progress and areas for improvement. Where they are preparing for an external examination, these tests appropriately reflect the nature and standards of that examination.

Coursework for CLIL courses is scheduled in advance and students are aware of deadlines. There is no summative examination for these courses. EFL courses do not include a schedule of assessed coursework, but students are informed of the expectation that they will complete homework tasks set by teachers.

Students are supported in developing independent learning skills through tasks set for individual study and in tutorials. The tasks may be used to set and review individual targets or to address something of particular interest to the student. The virtual CLIL course delivered during the inspection has a range of online tasks to be completed independently before and after each virtual session. These tasks effectively preparing students for the language and conceptual content of each session and consolidating learning afterwards. This is effective in building their confidence and promoting progress.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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11.2	Teachers have a level of subject knowledge, and pedagogic and communicative skills, which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are suitably qualified and experienced. Year-round teachers either already hold an advanced diploma in teaching EFL or have been accepted onto a diploma course, part-financed by CIE. Teachers are knowledgeable and demonstrate good pedagogical skills.

Teachers undergo regular appraisal, which includes classroom observations. The formal observation process is well designed and results in reports that provide clear feedback on strengths and areas for development. Teachers confirmed that they are supported by the developmental nature of this process. Observations are also used to focus on particular themes in delivery. Outcomes are used effectively to determine training needs, and result in the provision of relevant CPD sessions. All teachers take part in regular peer observations and have good access to external CPD, which they value.

Virtual course delivery was new at the time of the inspection. Appropriate strategies are used to meet students' different learning needs. These include pre- and post-lesson tasks online and additional access to teachers via the learning platform outside course hours. Students confirm that their needs are met and particularly value the quick response to questions asked through the learning platform.

Lessons include planned opportunities for student interaction in groups and whole-class discussions. Not all teachers check students' understanding through tasks that require the application of learning. The conferencing platform is managed effectively to ensure opportunities for all to participate.

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

EFL students are provided with a high-quality commercial course book for the duration of their studies in Oxford. They can borrow self-study resources, including graded readers, and have use of a computer suite for individual study. They also have access to additional materials via the online learning platform.

Teachers are provided with an appropriate range of published EFL materials and games to supplement course books and have good access to online resources via classroom computers and tablet sets for students. Stationery and a photocopier are also provided.

CLIL resources are developed by CIE staff, who draw from a bank of existing lessons, adapting existing materials and providing new modules in response to sponsoring institutions' requests. Slide sets, online tasks and videos used in the current course are well presented and effectively support teaching and learning.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention takes place where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Approaches to assessment vary depending on the type of course. All include regular written assignments, which are appropriately marked with feedback on errors and helpful suggestions on ways to improve.

EFL students take regular progress tests based on their language syllabus, and those attending long courses take an exit test that indicates overall attainment. CLIL students deliver a final topic presentation that reflects their understanding of subject content and the language skills developed through their course. Students are made aware of the types and times of assessment when joining the course.

13.4 This is not applicable to this Institution. CIE does not provide the accreditation or written examinations for its courses. EFL examinations are taken at external centres, and the final assessment for CLIL courses is based on students' spoken performance in a final presentation, which is followed by audience questions.

Progress is appropriately tracked and monitored by academic managers, who address any identified support needs through tutorials. Tutorials are used effectively to discuss individual progress and to set and review learning targets. Students can access their personal progress records at any time through the online platform. Long-term students also receive written mid-course reports. If a student is finding a particular course level too difficult, they can transfer to a more suitable level. Students have very good access to tutors outside class time via the learning platform.

In the inspection meeting, students stated that they had made good progress on their short course. Observation of their final presentations confirmed this view.

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

CIE prepares students for Cambridge main suite, IELTS and Trinity English language examinations.

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 RQF 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

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 an 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

Co-principals give individual advice on further study, where appropriate. They provide support for students in selecting and applying for higher education courses. They also help eligible students with the process of applying for jobs within the UK.

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
- 18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. Yes No NA
- 18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The ADoS is responsible for student welfare and has undergone suitable training. She is also responsible for the social activities programme, which regularly brings her into contact with all classes. She is available to meet with students during CIE opening hours. An experienced member of staff is always available onsite during courses delivered in hired premises to deal with welfare issues.

Students receive good advice, specific to their age and course, prior to arrival. This includes a booklet about life at CIE, including expectations of their course and key CIE policies. An additional booklet regarding keeping safe in Oxford is also provided.

Individual students meet the ADoS during induction, and she and other managers make a point of checking on them regularly throughout their first two weeks to ensure that they are settling in well. Inductions cover all necessary information, including health and safety, and provision of the out-of-hours emergency number. The ADoS is also involved in induction for group leaders accompanying closed groups and works closely with them to resolve any issues that arise during the course.

The Institution has suitable policies to avoid discrimination and to deal with abusive behaviour. These can be found in the student handbook and on the website.

The Institution takes students as young as ten years of age and is very well prepared to ensure their safety. All members of staff are suitably trained in accordance with their roles and demonstrate good understanding of their responsibilities. Robust and appropriate safeguarding policies and procedures are in place and are regularly reviewed. These policies and procedures are collated in a booklet that is coherent and user-friendly for staff.

The Institution has effective arrangements in place to protect students from radicalisation and extremism. Staff have received suitable training and have access to the relevant policy and procedure. An appropriate risk assessment has been conducted.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international students continue to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The CIE website provides comprehensive pre-arrival information that covers travelling to Oxford and advice on living in the city. The first-day induction includes a city tour and, where applicable, support is provided with banking, accessing healthcare and registering with the police.

Information and advice are available from all managers throughout the course. The majority of students come from Japan and they can opt to speak in their first language with the Finance Manager, who is a native speaker of Japanese. Other members of staff are able to provide support in additional languages.

CIE has produced a guidance document on cultural considerations, promoting understanding through lessons and providing inclusive social activities. This is published on the website and is consistently implemented through the Institution's activities.

20. The fair treatment of students is ensured

20.1	Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Students are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Fair terms and conditions are clearly specified on the application form, which is available on the CIE website.

An appropriate complaints procedure is published on the website and in student handbooks. It provides a link to BAC's own 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 that is adequate to the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	A level of supervision is provided that is appropriate to the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.5 | Clear monitoring procedures are in place, with opportunities for student feedback and prompt action taken in the event of problems. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The full time Accommodation Officer has substantial experience in the role and follows rigorous procedures in recruiting home-stay providers and placing students with the most appropriate hosts. Hosts receive detailed information on what is expected of them and this is reflected their contract with CIE.

The accommodation is regularly inspected to ensure that the required standards are met. All adults within the host family undergo enhanced Disclosure and Barring Service (DBS) checks and hosts complete online training in safeguarding and the 'Prevent' duty. Not all home-stay records are consolidated in one location, making it difficult to retrieve certain information quickly.

Hosts confirm that it is easy to contact accommodation staff, including out of hours, and that they are well supported by the Institution.

Students receive appropriate information on their home-stay prior to arrival and are advised on what to do if they have any concerns. Feedback on home-stay accommodation arrangements is regularly requested from students and used effectively in the monitoring of provision. Where necessary, students can be rehoused at short notice, but this occurs rarely.

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 that may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Institution organises a wide range of social activities appropriately tailored to students' ages and interests. Activities are well publicised on the website, on noticeboards and in lessons. Information is also provided on other events taking place locally.

The social programme organiser consults regularly with students on year-round courses and, where appropriate, adapts arrangements in response to their suggestions. Summer school courses include pre-arranged activities.

All activities are organised and supervised with due regard to student safety.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has an appropriate tenancy agreement for its main premises and hires suitable additional premises as required for delivery of courses in periods of high enrolments.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises at Bocardo House are secure, fit for purpose and well maintained. The small ground floor area functions as a reception and administration office, while the larger upper floor has four teaching rooms, a computer suite, two academic offices and a common room. The accommodation is adequate for the number of students and staff outside peak enrolment periods, which occur at several points in the year, especially in the summer months.

Suitable guidance on health and safety is provided to students and staff at induction and to visitors on arrival. Signage is clear and appropriate.

Toilets are clean and appropriate in number. Plans to refurbish the toilets have been delayed by the disruption of the past year resulting from the coronavirus pandemic.

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/or 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

Classrooms vary in size and can accommodate between eight and eleven students. They are appropriately equipped for the courses offered and for the assessments undertaken by students. Suitable university accommodation is hired for end-of-course presentations by closed CLIL groups, allowing the full group and their University of Oxford mentors to gather in one place.

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

Students have access to a room with a small library and six computers for private study. This is sufficient to meet demand.

Teachers prepare for lessons in the staff room, which has two computers, or in classrooms outside lesson time.

A kitchen is available to students and staff with facilities for making hot drinks, provided free, and access to a microwave oven and refrigerator. The common room provides a pleasant space for students and staff to relax in and consume food and drink.

The administration office is adequate in size and resources for the effective administration of the Institution.

The Co-Principals' room is suitable for private meetings, while larger meetings are held in a classroom.

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

The Institution's leaders are professionally qualified and highly experienced.	
There are robust and effective student recruitment procedures.	
Feedback from all stakeholders is used effectively to drive improvements.	
Highly effective action-planning results in timely development of provision.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The well-designed courses are tailored effectively to meet the needs of all students.	
There are highly effective procedures for classroom observations and appraisal of teachers.	
There is exceptionally good provision for Continuing Professional Development.	
High levels of support for students enable them to maximise their progress.	
Actions required	Priority H/M/L
8.2 The Institution must further develop its annual report to evaluate the success of all areas of provision, consistently supporting judgments by reference to data and other sources of evidence.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's strengths

Robust safeguarding procedures are understood by all staff and consistently implemented.	
Comprehensive welfare support meets the needs of students.	
Good management of home-stay accommodation ensures the safety and satisfaction of students.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's strengths

The premises provide a safe, secure environment for teaching and learning.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that teachers provide further opportunities for students to apply their learning during virtual classes.

The Institution should consider transferring the home-stay records currently held in hard copy to electronic files, so that all necessary information is collated in one location.

The Institution is recommended to redesign and refurbish the toilets if and when finances permit.

COMPLIANCE WITH STATUTORY REQUIREMENTS