



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**INTO CITY, UNIVERSITY OF LONDON**

**(Company Registration Number - OC347458)**

Full Name **INTO City, University of London**  
Address 102 Middlesex Street, London, E1 7EZ

Parent\Company name INTO City LLP  
Telephone Number 0203 752 2200  
Email Address [intocity@intoglobal.com](mailto:intocity@intoglobal.com)  
Website [www.intostudy.com/city](http://www.intostudy.com/city)  
Centre Director Mr Eamon Martin  
Proprietor INTO University Partnerships  
Age Range 16+  
Total number of students 335  
Numbers by age and type of study  
16 – 17 46  
18+: 289  
EFL only: 45  
FE only: 290

Inspection dates **20 to 22 November 2018**

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

# CONTENTS

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>5</b>
(a) Assessment of students prior to or on arrival	5
(b) Suitability of course provision and curriculum	5
(c) The quality of teaching and its impact on learning	6
(d) Attainment and progress	6
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>7</b>
(a) Health, safety and security of the premises	7
(b) Student registration and attendance records	7
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	8
(e) Residential accommodation	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
(a) Ownership and oversight	10
(b) Management structures and responsibilities	10
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	11
(e) Provision of information	11
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>12</b>
<b>INSPECTION EVIDENCE</b>	<b>13</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO City is a joint venture between INTO University Partnerships (IUP) and City, University of London. Launched in 2010, it is located in central London in premises also occupied by two other higher education institutions. The centre is governed by a board of directors made up of members from both IUP and the university. This board oversees the work of the centre, with centre management undertaken by a centre director supported by a senior management team. Further support is provided by senior managers from IUP and staff who provide shared services for all three organisations sharing the premises.
- 1.2 The centre's aim is to be a leading provider of pathway education in London, preparing students from all over the world for higher education studies at City, University of London and other higher education institutions in the UK.
- 1.3 The centre offers pathway programmes to prepare international students for entry to undergraduate and post-graduate courses in higher education institutions in the UK. These courses are validated and awarded by City, University of London. Foundation certificates are offered in actuarial sciences, business and economics, computer science, economics and accounting, engineering and mathematics, humanities and law. These courses prepare students for entry to first degrees. Graduate diplomas are offered in economics, informatics, journalism, law, science and engineering and social sciences and the arts. These courses prepare students for entry to postgraduate degrees. Students who successfully complete these courses at levels agreed by City, University of London, are guaranteed degree places at that university. In addition the centre offers pre-sessional English (PSE) courses for students who already have university places but need additional English language skills, and academic English courses for students who wish to improve their English prior to further educational studies.
- 1.4 The minimum age for enrolment is 18 years for those on graduate diplomas, 17 years for the foundation certificate and the PSE course, and 16 years for students on academic English courses.
- 1.5 At the time of the inspection there were 335 students enrolled, with 45 aged 16-17 years and the large majority aged 18 years or more. There are 261 students on foundation, 29 on graduate and 45 on English programmes. Approximately two thirds of students are male. The large majority speak English as an additional language. Students come from a very wide range of nations. A very small minority are from the UK; the large majority are international students. The largest nationality groups are from China, Russia, Pakistan, Saudi Arabia, India, South Korea, Turkey and the USA. Three students are identified by the centre as having additional learning needs.
- 1.6 When a student applies to enrol on a course their application is considered by the central admissions department of IUP. Applications are assessed against a set of detailed entry requirements established jointly by the centre and the university.

## 2. SUMMARY OF FINDINGS

- 2.1 **The centre exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Initial assessment is excellent and potential students are provided with very good information and guidance which helps them to make an appropriate choice of course. Entry requirements are applied rigorously and students are placed on courses which suit their interests and abilities. The curriculum is excellent. Courses are very well planned. They are flexible and meet the needs of most students very well. English language support is strong, and tutorial support is effective and valued by students. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes. The quality of teaching and learning is good. Tutors have very good subject knowledge and most lessons are well planned. The majority of students are fully engaged in learning and highly motivated; they make excellent progress. In a small minority of lessons, limited use of direct questioning results in students being insufficiently engaged in learning. Resources to support learning are very good, in the classroom and the learning resource centre. Assessment is very well planned and offers students good feedback on their progress. Student achievement is excellent. The majority pass their qualification at a high level and progress to higher education, thus meeting their educational aspirations.
- 2.3 Students' welfare, including health and safety, is excellent. Health and safety are very well managed, with effective policies and procedures fully implemented. First aid, fire and emergency procedures are clear and appropriate. The premises are of a very high standard, with all accommodation very well maintained, well equipped and furnished. Levels of security are very high. As a result the centre offers a safe, secure and comfortable learning environment. Student admission and attendance records are accurate and very well managed. Attendance is closely monitored, and systems for reporting to the Home Office regarding Tier 4 visa students are closely followed. Pastoral support is excellent. Students value the guidance they receive and confirm that staff are always available to provide support. Induction effectively prepares students for living and studying in London. Social programmes enhance students' educational procedures, and the centre provides very effective advice and guidance on entry to higher education. Arrangements for safeguarding students under 18 years are excellent, with well-implemented policies meeting national guidelines fully. The management and quality of residential accommodation are excellent. Accommodation used is of a very high quality, and the allocation and monitoring of student accommodation is very well organised and effective.
- 2.4 The effectiveness of governance, leadership and management is excellent. Governance is excellent with strong oversight from IUP and City, University of London. This assures high academic standards and thorough systems for maintaining the safety and welfare of students and the quality of facilities. IUP sets

clear targets for the centre and provides high levels of support and opportunities to share good practice for its managers. The centre's management structure and leadership are very effective. Roles and responsibilities of managers are clear and understood by all staff. Communication between staff at all levels is very good. Self-evaluation is excellent, and results in managers effectively identifying priorities for change and improvement. This is supported by strong systems of quality assurance; the monitoring and evaluation of student and staff feedback and student achievement and progression data is of a very high standard. This results in the identification of clear actions at programme and centre levels. The performance of staff is reviewed systematically. Tutors undergo lesson observations in addition to the staff reviews which all staff go through. These result in clear development targets for staff. Staff undertake regular training and development activities, but the targets identified in reviews and observations are not used systematically in the planning of continuous professional development (CPD). Procedures for the selection and recruitment of staff are excellent. All appropriate checks are carried out to confirm the identity, right to work and suitability of appointments. The provision of information is good. The website includes all necessary information, but the student complaints procedure is not easy to access.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

#### **3.(a) Assessment of students prior to or on arrival**

- 3.1 The initial assessment of students is excellent. The centre provides very good pre-application information and guidance, including discussions with academic staff if required. Live meetings are available online for prospective students. These help students to make informed course choices.
- 3.2 The centre rigorously applies its entry requirements. It regularly reviews equivalent international entry qualifications to ensure students have the appropriate prior educational attainment, including the appropriate English language test results.
- 3.3 English language is tested on arrival to confirm original test results. This helps to ensure that students receive English support to meet their needs. English results at entry are shared with tutors who use them effectively in lesson planning. Students confirm that pre-application information is very good and the admissions system very effective.
- 3.4 The centre recognises the need to identify and support students with additional learning needs. Support provided for such students is effective.

#### **3.(b) Suitability of course provision and curriculum**

- 3.5 Course provision and the curriculum are excellent. They are very well organised, supported by effective well-designed lesson plans and schemes of work. These are developed by academic managers consulting closely with course tutors. The curriculum is designed to meet the needs of individual students. Provision is flexible. For example, the entry SELT scores are used to determine the amount of English language support required by a student. Upon arrival, students take a diagnostic English test to confirm that they have been placed in the correct class. Foundation certificate students who need additional support can follow an extended programme with additional English lessons. Students who have higher levels of attainment can join shorter fast-track programmes.
- 3.6 Tutorial support is strong. All students are allocated a personal tutor, and foundation certificate students have weekly group tutorials during their first term. Personal tutors discuss the progress students are making and work with them to identify appropriate learning targets which are recorded in individual learning plans (ILPs). Students confirm that they value the support and direction they receive from tutorials.
- 3.7 The large majority of students successfully complete their courses. All courses on offer to Tier 4 international students lead to qualifications which meet the definition of an approved qualification for Home Office purposes.



### **3.(c) The quality of teaching and its impact on learning**

- 3.8 Teaching and learning are good. Most lessons are well planned with tutors making good use of the excellent resources and managing time well. Tutors have in depth knowledge of their subjects and are able to answer students' questions with confidence. The majority of students are fully engaged in learning and contribute effectively to lessons. An appropriate range of teaching strategies is used in most lessons; students often work in small groups and productive co-operative learning is encouraged. Tutors know their students well and respond positively to their needs and cultural backgrounds. However in a minority of less effective lessons, limited use of direct questioning by tutors results in students being insufficiently engaged in learning.
- 3.9 Assessment is excellent and is supported by rigorous assessment strategies. Students report that feedback on their assignments is timely and offers them constructive comments on what progress they are making and how to improve. Assessment feedback is incorporated into ILPs and informs the planning of teaching and revision sessions.
- 3.10 Learning resources are excellent and tutors makes good use of high quality interactive technology which is well maintained and available in all classrooms. All Foundation Certificate students are issued with computer tablets on which they can access the centre's online learning management system. The students make good use of this system to support independent learning. They also have access to an excellent learning resource centre which offers a wide range of resources, as well as to City, University of London's library.

### **3.(d) Attainment and progress**

- 3.11 Attainment and progress are excellent. The large majority of students successfully complete their courses at a high level and progression rates into higher education in the UK are excellent. Most students on foundation and diploma programmes make very good progress and achieve their qualifications. For those on English language courses, most improve their level of English competence quickly and achieve the levels they require to progress to their chosen courses.
- 3.12 The majority of students on foundation and graduate programmes aim to secure entry to degree places at City, University of London. Such places are guaranteed to the centre's students if they achieve a high pass on their courses, and the majority achieve their educational objectives. The university's own analysis of students who progress to them from the centre indicates that such students complete their degree programmes at above average levels.

## **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

### **4.(a) Health, safety and security of the premises**

- 4.1 Health and safety and the security and quality of the premises are excellent. The centre provides an extremely good, safe and secure learning environment.
- 4.2 Health and safety policies and practices are comprehensive and include rigorous fire protection, emergency evacuation and first aid procedures. Checks on all appropriate health and safety issues and equipment are carried out systematically, with regular fire evacuation drills properly recorded for their impact. Detailed fire risk assessments are carried out by an external specialist company, and any actions arising are implemented rapidly. There are appropriate numbers of qualified first aiders and first aid kits and accident books are located on each floor. Emergency evacuation signage is clear.
- 4.3 The premises are of a very high standard. They are in excellent decorative order and very well maintained. Classrooms, students' relaxation areas and café, the learning resource centre and staff offices are spacious, well ventilated and well equipped. Furniture is all fit for purpose and high quality. There are sufficient washrooms on each floor, including washrooms for those with disabilities. Security levels are excellent throughout the building. All students and staff receive comprehensive inductions that cover health and safety and security procedures to an appropriate level.

### **4.(b) Student registration and attendance records**

- 4.4 The centre's systems for maintaining and monitoring admission and attendance records are excellent. Admissions are initially managed by a central IUP team located out of the centre, but communication between central admissions and the centre is very good. Admission records are accurate and complete, including all appropriate information required for those with Tier 4 student visas.
- 4.5 Attendance records are also accurate and well managed. The centre has an appropriate punctuality and attendance policy, which is explained to students and staff at induction and is consistently implemented. The monitoring of attendance is rigorous, and as a result overall attendance rates are good, and they are excellent on the graduate programmes. There are suitable procedures in place to enable appropriate reporting to the Home Office regarding Tier 4 visa students when required.
- 4.6 The college has fair and clear procedures for the collection and refund of fees and deposits published on the website.

### **4.(c) Pastoral support for students**

- 4.7 Pastoral support for students is excellent. Students receive regular support on personal issues through tutors and the student services team. Personal tutors

receive effective training on student welfare and are given very good guidance on identifying and dealing with issues or concerns. Students confirm that welfare support is very accessible. Pastoral support requests and subsequent actions are recorded which helps the management of welfare support.

- 4.8 Students receive a very comprehensive induction, including well-organised cultural orientation sessions which help students to understand life in the UK. Students value and make regular use of the centre's online application containing all introductory information.
- 4.9 An excellent range of social, cultural and sporting activities are provided. Students are encouraged to use the university's facilities including the gymnasium and library, and to participate in social activities. Their requests for particular activities are generally met by the centre. Detailed risk assessments for internal and external activities are carried out and arrangements for those under 18 years are clearly identified on all activities.
- 4.10 Highly effective advice and guidance is provided to ensure that students make the right choices about their progression to higher education. Staff provide expert information on progression to City, University of London and to other higher education institutions, and extensive support in making university applications.

#### **4.(d) Safeguarding for under 18s**

- 4.11 Safeguarding arrangements for students under 18 are excellent. Safeguarding policies and requirements meet national guidelines fully. Policies and procedures are clear and comprehensive. Well-publicised and excellent advice on the use of social media and online bullying is provided to students. This is particularly important in the case of international students who are unfamiliar with use of social media in the UK.
- 4.12 The centre contacts appropriate agencies where necessary and responds effectively to any concerns. There is a clear and appropriate code of conduct for staff. All staff are trained at the appropriate level in safeguarding and have undertaken PREVENT anti-radicalisation training. They are well aware of actions to be taken if a safeguarding issue arose. The single central record confirms that all staff have Disclosure and Barring Service (DBS) checks on their suitability for working with students under 18 years.

#### **4.(e) Residential accommodation**

- 4.13 The management and quality of residential accommodation are excellent. The accommodation and the facilities it offers are of a very high standard. All residential accommodation is managed by third party providers, and there is a very good working relationship between the centre and these providers. Providers are registered with the national regulatory body confirming that they conform to national accommodation standards. The centre monitors the providers' annual

reviews of all policies and procedures. Residential accommodation has a high level of security.

- 4.14 Systems for the allocation to students of places in accommodation are very well-organised, effective and closely monitored. Excellent monitoring of those under 18 years includes strictly enforced curfews, and good levels of oversight of students by the residential wardens within the accommodation. Site wardens are fully trained in health and safety, first aid and safeguarding. Students confirm they are happy with the accommodation and that they make good use of the facilities provided.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) Ownership and oversight**

5.1 Ownership and oversight are excellent. Governance is provided by a partnership of IUP and City, University of London. The university validates the majority of programmes. It monitors academic standards rigorously and takes action to ensure they remain high. IUP provides very effective oversight of the centre in line with its aims and the needs of students. The IUP leadership team set clear standards and targets; it monitors provision closely through regular meetings and by responding to formal monitoring reports. The centre also benefits from the support and networking opportunities given to a range of senior staff by IUP. It fully recognises its responsibilities for establishing policies and procedures to meet regulatory and statutory requirements. All policies have been recently reviewed. They are up to date and appropriate, but there is no formal system in place to ensure that policy reviews occur systematically. The centre clearly benefits from the financial planning and investment provided by IUP.

### **5.(b) Management structures and responsibilities**

5.2 Leadership and management are excellent. There is a strong and effective management structure. All staff have clear roles and responsibilities which are well understood. Communication between all staff is very good. There is an effective schedule of meetings which involve all staff, and managers are very successful in sharing with staff the educational direction of the centre and its development plans. The centre is committed to providing high standards of provision, and appropriate actions are taken to maintain standards of education, health and safety and student welfare. The open style of management ensures that relationships between the management team and the staff are excellent. Staff have regular opportunities to provide feedback. They confirm that the centre consults them on issues relevant to them and that it is responsive to their views.

5.3 There is a commitment to continuous improvement and to meeting the needs of each student. Self-evaluation and development planning for improvement are very effective. They provide an accurate and realistic account of the centre's key strengths and areas for development. As a result managers effectively identify priorities for improvement.

5.4 The centre is very successful in securing and retaining staff of a high quality.

### **5.(c) Quality assurance including student feedback**

5.5 Quality assurance is excellent. There are very well-defined mechanisms to maintain and improve the centre's high standards. Thorough programme evaluations are carried out annually. These include detailed analyses of student and staff feedback, and student achievement and progression data. Management teams report on the

outcomes of these to a course board overseen by IUP and City, University of London. This helps to inform action planning for further improvement. There are good opportunities for student and staff feedback, which is used effectively to improve provision. The majority of programmes have regular audits and reports from external examiners. The centre responds quickly to these reports, identifying actions for change where necessary.

- 5.6 There are appropriate formal systems for academic and non-academic complaints. Very few complaints have been received by they are recorded well and managed appropriately. Students have access to external independent arbitration if a complaint is not resolved to their satisfaction.
- 5.7 A thorough system of staff reviews, including regular observations of tutors, ensures staff are well qualified, and appropriately supported by managers. They undertake regular training and development activities. However, development targets and needs identified in staff reviews and lesson observations are not used systematically in the planning of CPD.

#### **5.(d) Staff recruitment, qualifications and suitability checks**

- 5.8 Staff recruitment, qualifications and suitability checks are excellent. The selection of new staff is very thorough and supports the appointment of high quality staff. Selection decisions are made by experienced managers, supported by human resources (HR) advisers. The centre undertakes all necessary identity and suitability checks when appointing new staff, including DBS suitability checks for all staff. These are recorded fully on staff files. They are also summarised in a single central record which is audited regularly to ensure that it is complete and up to date.

#### **5.(e) Provision of information**

- 5.9 The provision of information is good. The centre's website and other information provided to students are clear and thorough. They provide excellent information on courses and facilities and are realistic and accurate. Students confirm that courses and facilities accurately reflect their expectations. The complaints procedure is present on the website but it is not easily accessed.
- 5.10 The centre was extremely responsive in providing all requested information to inspectors prior to and during the inspection.

## 6. ACTIONS AND RECOMMENDATIONS

### Recommendations for further improvement

In order to further improve the excellent quality provided, the centre should:

- Strengthen teaching and learning by improving teaching skills in all lessons, including the effective use of questioning.
- Introduce a systematic approach to using targets and needs identified in staff reviews and lesson observations for planning CPD.
- Establish procedures to ensure the systematic review of policies
- Ensure that the website provides easy access to the complaints procedure.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students’ work. They held discussions with senior members of staff and with partners’ and directors’ representative/governors, and attended registration sessions. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Mr Neil Haynes	Lead Inspector
Ms Jane Beeson	Team Inspector
Dr David Gutmann	Team Inspector
Mr Saul Hyman	Team Inspector