



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

INTO LONDON WORLD EDUCATION CENTRE

Company registration no. – 07956509

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Deputy Centre Director Ms Amy Pu

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Proprietor INTO University Partnerships Ltd

Age Range 16+

Total number of students 113

Numbers by age and type of study

16 – 18: 15

18+: 98

EFL only: 18

FE only: 95

Inspection dates **30 October – 01 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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO London World Education Centre is a private educational institution, located in the City of London. The company was incorporated in February 2012 and is owned by INTO University Partnerships through INTO Manchester Ltd. The centre admitted its first students in June 2013 and aims to facilitate entry into a wide range of affiliate Universities. The institution is managed by two deputy centre directors, who report directly to the Vice President for UK Operations and Policy. They in turn, report to the management committee of INTO London WEC Ltd. The deputy centre directors are supported by a small management team. The institution through innovative partnerships with leading universities, aims to expand opportunities for higher education, ensuring student success and transforming lives.
- 1.2 The centre offers a range of international foundation programmes designed for entry into UK higher education. Programmes of study include courses in accounting and finance, art and design, business, management and law, hospitality, events and tourism, science and engineering, international year one programme, and social science and media. Pre-masters courses in banking and finance and in business administration are also offered. In addition, academic and general English courses are offered.
- 1.3 At the time of the inspection there were 113 students enrolled, the majority of which are over 18 years. There are slightly more male students than females, with students coming from a wide range of countries. English is an additional language (EAL) for almost all of the students. At the time of the visit there was one student identified with language and learning difficulties or disabilities.
- 1.4 When an individual applies to join a course, the centre checks their suitability through the use of a pre-course application form and placement test. English courses have continual enrolment, while other courses have a number of fixed start dates set during the year. Accommodation is offered through the provision of residential or host family options.

2. SUMMARY OF FINDINGS

- 2.1 **The college 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. Students are very well educated in accordance the centre's aims and their objectives. Course provision is excellent and provides a wide range of high quality courses that fully meet the higher education needs and aspirations of the students. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment is excellent and accurately places students on the right course in accordance with their abilities and language skills. Teaching is excellent and ensures that high levels of progress are maintained. The majority of teachers have comprehensive subject knowledge and use a wide range of highly effective teaching methods to engage and keep the interest of their students. The availability of technology in classrooms is excellent and in the majority of lessons is used extremely well to support learning. However, in a small minority of lessons, a limited range of teaching approaches reduces student engagement and slows progress. Feedback on students' written work is thorough, timely and clearly identifies suggestions for improvement. Overall, students make excellent progress and attendance levels are very high.
- 2.3 Students' welfare, including health and safety, is excellent. The premises are of a very high quality and provide well-maintained and secure accommodation that effectively supports learning. A comprehensive range of health and safety policies and procedures are implemented effectively. As a result, the centre provides a safe and secure learning environment for students and staff. A high level of fire safety is maintained. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Student registration and attendance records are accurate. They are very well managed and are effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are highly secure. Pastoral support is excellent. All staff effectively contribute to a warm, welcoming atmosphere in the centre and students are very positive about the level of support they receive on personal and academic issues. Arrangements for the safeguarding of students under the age of 18 are excellent and comply with official guidance. Residential accommodation is of a very high standard, secure and well maintained.
- 2.4 The effectiveness of governance, leadership and management is excellent. Comprehensive oversight ensures that high levels of education, welfare and health and safety are maintained and that sufficient financial support is in place so that the centre's development is well supported by high quality resources. Leadership and management are outstanding. A clear vision for the centre is shared by senior leaders and teachers, who work very well together for the good of the students. A well developed management structure, with clearly-defined roles and responsibilities, ensures that the centre is well run, meets all its legal obligations and quality assurance is prioritised. A comprehensive process of self-assessment and

evaluation effectively informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the centre. Procedures for the recruitment of staff are excellent, with all appropriate suitability checks carried out for new appointments. Comprehensive staff files are maintained.

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

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

- 3.1 The assessment of students prior to, and on, arrival is excellent. Detailed entry criteria are set and used very effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, thorough assessment ensures students have the appropriate level of initial language skills and academic ability for their chosen course. The process is accurate and students are highly satisfied with their course placements. The continuous enrolment system for English courses is well managed and allows students to apply and join classes at any time.
- 3.2 Regular on-going tests ensure that the course remains appropriate for the students and clearly identify any issues that they may have with the demands of their programme of study. Excellent use is made of this information by the vast majority of teachers to guide their planning and provide any necessary support or guidance.
- 3.3 Accurate information, advice and guidance are made available to students through the centre's website before they enrol. The website is detailed, professional and includes comprehensive information about the curriculum and other facilities on offer. Students confirm that the information on the website is clear and helps them in choosing their courses.

3.(b) Suitability of course provision and curriculum

- 3.4 The suitability of course provision and curriculum is excellent. Students are well educated in accordance the centre's aims and their objectives. The centre has a clear statement of educational purpose which is supported by comprehensive teaching plans and schemes of work. A wide curriculum offer is available, which effectively meets the different needs and aspirations of students. Courses are very well planned and are designed to provide students with the best possible progression opportunities into higher education. Programmes of study offered to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Retention on programmes is excellent, with nearly all of students successfully completing their course. Students report that they are very happy with their course.
- 3.5 Courses match those listed in the prospectus, on the website and in other marketing material.

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

- 3.6 The quality of teaching and its impact on learning is excellent. Teaching is excellent overall and as a result students make high levels of progress according to their ability and learning objectives. The majority of staff have extensive subject knowledge and understanding of their students, successfully adapting lessons to meet individual learning needs. Students spoke very highly of all the support, help

and encouragement they receive in enabling them to achieve high standards and enjoy their studies. Relationships between teachers and students are excellent. The availability of technology in classrooms is excellent and in the majority of lessons is used extremely well to support learning.

- 3.7 In the most successful lessons, teaching is characterised by high quality planning, with considerable care taken to match tasks to individual levels of ability. The lessons are delivered at a lively pace and include a wide variety of effective teaching methods. Students' success is strongly promoted by teaching that responds to the needs of individual students. Teachers have a clear knowledge of students' previous learning and are able to extend their knowledge and understanding quickly. The content of these lessons holds students' interest so that they remain highly focused throughout. Teachers ask searching questions that prompt students to think and respond successfully. However, in a small minority of less successful lessons, a limited range of teaching approaches are used which reduces student engagement and slows progress.
- 3.8 Assessment is regular and thorough; it accurately identifies strengths and weaknesses in the students' progress and highlights areas for improvement. Marking is of an excellent quality. Feedback to students is positive, encouraging, accurate and up-to-date, identifying clear areas for improvement. Arrangements for tracking students' progress are excellent. The progress of each student is carefully tracked, allowing staff to monitor students' progress effectively. Students are encouraged to take responsibility for their educational progress during their time in the UK.

3.(d) Attainment and progress

- 3.9 Progress and attainment are excellent. In classes, students quickly master and build confidence in their subjects, demonstrating skills as confident, independent learners. The evidence from lesson observation and scrutiny of work shows that overall, learners are able to acquire new knowledge and make excellent progress.
- 3.10 Students report that they are very happy with the progress that they are making. The results for students who sit examinations are very good and attendance levels are high.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Arrangements for the health, safety and security of the premises are excellent. Comprehensive and detailed policies and procedures ensure that the health and safety of students and staff are effective, and the premises are secure. Excellent investment in the premises has resulted in a well-resourced learning environment which enhances the students' education. The premises are extremely well maintained. Classrooms are spacious, light and well furnished. All electrical equipment is tested regularly. Toilet facilities are adequate in number and well maintained. Security arrangements are excellent. Consequently, students report that they feel safe, secure and comfortable.
- 4.2 All necessary measures are taken to reduce risk from fire and other hazards. These conform to requirements. A comprehensive health and safety policy is in place with clearly allocated responsibilities. Up-to-date general and fire risk assessments are carried out with clear follow-up actions. These are regularly reviewed. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals and first aiders are in place as well as first aid kits and accident books. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. Staff and students are aware of their responsibilities and have received appropriate health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. The centre is fully accessible by wheelchair users or students with mobility issues.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and attendance recording are excellent. Admission procedures are detailed and properly observed. A central register is accurately maintained and individual student files contain relevant information on admission details, academic records and, where relevant, copies of student visas.
- 4.5 Daily attendance is accurately recorded and closely monitored with any unexpected absence followed up on the same day. Communication between administrators and teachers is excellent and effectively identifies students who fail to show for specific sessions. Such instances are rare. Students are made aware that regular absence may seriously disrupt their progress and where appropriate will be reported to the Home Office.
- 4.6 Management and administrative staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students, and adhere to them rigorously.

- 4.7 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.8 Pastoral support for students is excellent. Student welfare is a key priority for the centre and it has been successful in developing a safe and inclusive environment which fosters a spirit of learning and personal achievement. A well developed induction ensures students are well prepared for their time at the centre. A useful student handbook re-enforces this and includes appropriate information regarding the standards of conduct required within the centre.
- 4.9 All staff contribute to a warm, welcoming atmosphere in the centre and provide highly effective support and guidance in accordance with the needs of the students. Relationships between staff and students and amongst the students themselves are excellent, with a strong culture of mutual respect, integration and tolerance. A wide range of policies and procedures effectively reinforce this culture. Replies to the pre-inspection questionnaire and meetings with students' show that they feel that the centre is providing them with a comfortable environment which is effective in meeting their learning needs.
- 4.10 Effective careers advice ensures that students are well prepared for further study choices and life beyond the centre. A suitable range of enrichment and social activities and excursions are available, which effectively enhances learning.

4.(d) Safeguarding for under 18s

- 4.11 Safeguarding arrangements for students under the age of 18 are excellent. Arrangements have proper regard to official guidance and the implementation of all strategies is frequently checked by senior managers. There is a designated safeguarding officer in place who is appropriately trained. All staff are subject to Disclosure and Barring Service (DBS) checks prior to or on appointment, and accurate records are maintained by the centre in a centralised register of appointments.
- 4.12 A range of suitable policies is in place and effectively implemented. Staff are made aware of safeguarding issues through appropriate training.

4.(e) Residential accommodation

- 4.13 The quality of residential accommodation is excellent. Facilities are of a very high standard and students report high level of satisfaction with their accommodation. Detailed risk assessments of residential accommodation are carried out, and students are regularly asked for feedback. Appropriate evening activities are arranged and students appreciate this greatly.
- 4.14 The arrangements for homestay accommodation are of a high standard. A rigorous approach to host family placements is taken. Care and attention are given to ensure

the best possible experience for students. Students are effectively matched to homestay families according to their needs and requirements. As a result, students report that they are very satisfied with their host families.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are excellent. The management committee of INTO London WEC Ltd provide highly effective oversight, with a clear emphasis on supporting students and developing and maintaining high academic standards. They effectively monitor performance and provide excellent support to staff. The educational direction of the centre is clear and fully understood by staff. The centre meets its obligations with regard to health and safety and fire safety. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students. Relationships between the management committee and the senior leadership team are excellent.
- 5.1 Financial management is excellent. Detailed financial planning, and appropriate investment in staff, accommodation and resources, effectively contribute to the success of the centre and its provision. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

5.(b) Management structures and responsibilities

- 5.2 Management structures and responsibilities are excellent. The quality of leadership and management is outstanding. Self-evaluation is rigorous and provides an accurate account of the centre's key strengths and areas for development. As a result, appropriate action is taken with regard to course development, maintenance of the centre's premises and student welfare. A culture of caring for students is successfully embedded throughout the whole organisation and this ensures that all decisions and actions consider the student experience and meet students' needs.
- 5.3 A clear management structure promotes effective systems to initiate and implement policies to meet the centre's needs, and to monitor their operation. The structure operates very smoothly and successfully, because it provides clearly defined roles and responsibilities and excellent lines of communication. Relationships between the senior leadership team and the teaching staff are excellent. Replies to the pre-inspection questionnaire and meetings with staff show that they are very happy and extremely supportive of the centre.
- 5.4 The centre is successful in securing and retaining well-qualified staff. A comprehensive system of staff review is in place and is used to ensure staff are well qualified for the work they do, and appropriately supported by the management team. An excellent programme of staff development is in place to ensure that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance including student feedback is excellent. There is a strong culture of improvement in the centre, with self-assessment regularly undertaken. Student

feedback is collected systematically through questionnaires. This feedback is analysed, shared with staff and managers and used regularly to inform teacher development, academic action planning and the identification of priorities for improvement. Performance data is available and effectively summarised to ensure key issues are highlighted for leaders and managers. Teaching is regularly observed by senior staff members, and effective feedback for performance improvement given, which reflects the centre's aims and educational direction. However, the variation in the quality of teaching caused by the range of teaching approaches are not always recognised and addressed.

- 5.6 The complaints procedure is clear and appropriate. Complaints are handled and reported on effectively which has a direct impact on quality assurance and improvement planning.

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

- 5.7 Staff recruitment, qualifications and suitability checks are excellent. The centre secures very well-qualified and experienced staff through a thorough and efficient staff recruitment policy. All required recruitment checks have been carried out in a timely manner and recorded. The process to validate references and qualifications is excellent and the audit trail is clear with due regard to statutory requirements. A central record is maintained and effectively monitored by senior staff.

5.(e) Provision of information

- 5.8 Provision of information is excellent. The centre's prospectus, website and other marketing material are clear and user-friendly. As a result, prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.9 The centre was very responsive in providing information for the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Improve the monitoring of teaching so that the variation in the quality of teaching caused by the range of teaching approaches are recognised and addressed.

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 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 centre.

Inspectors

Dr Nigel Chambers	Lead Inspector
Ms Jane Beeson	Team Inspector
Mr John Rooney	Team Inspector