



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

**EXTENDED MONITORING VISIT**

**INTO CITY, UNIVERSITY OF LONDON**

**Company registration no. – OC347458**

Full Name **INTO City, University of London**

Address 102 Middlesex Street, London E1 7EZ

Parent\Company name INTO City LLP

Telephone Number 020 3752 2200

Email Address karen.bridges@intoglobal.com

Website www.intostudy.com

Principal Ms Karen Bridges

Proprietor INTO City LLP

Age Range 16+

Total number of students 333

Numbers by age and type of study	16 - 17	51
	18+	282
	EFL only:	48
	FE only:	285

Inspection date **19 November 2019**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

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.

An extended monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements. Inspectors will also consider the impact of any material change reported since the last inspection.

## CONTENTS

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>4</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>5</b>
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>6</b>
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>7</b>
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>9</b>
<b>INSPECTION EVIDENCE</b>	<b>10</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO City, University of London was established in 2010 as a joint venture between INTO University Partnerships (IUP) and City, University of London. It is located in London and shares its premises with INTO Partnerships. The work of the college is overseen by a board of directors, consisting of staff from IUP and the university. A centre director and senior management team undertake the management of the college. Further support is provided by managers from IUP and the university, as well as by staff providing shared services for all three organisations that share the premises.
- 1.2 The college's aim is to be a leading provider of pathway education in London, preparing students from around the world for higher education studies at City, University of London, and other higher education institutions in the UK.
- 1.3 INTO City, University of London offers pathway programmes for entry onto undergraduate and postgraduate courses in higher institutions (HE) in the UK. Courses are validated by City, University of London. Foundation certificates in different subjects lead to entry onto undergraduate degrees. Graduate diplomas, in a range of subjects, lead to entry onto postgraduate degrees. Students who successfully achieve progression requirements are guaranteed a place at City, University of London.
- 1.4 The centre also offers two non-accredited courses: pre-sessional English for students who already have university offers but need higher language skills, and academic English courses for those who need to improve their language skills before undertaking further studies.
- 1.5 The minimum enrolment age for students on graduate diplomas is 18 years. For those following foundation certificate courses, it is 17 years, and 16 years for those on academic English courses.
- 1.6 At the time of the inspection there were 333 students enrolled, with 51 under the age of 18 years. There are 261 students on the international foundation, 24 on the graduate diploma and 48 on academic English courses. There are more male than female students and none is identified as having additional language and learning difficulties or disabilities. The vast majority of students speak English as an additional language. They come from a wide range of countries, with the highest representations from China, Hong Kong and Macau, and from Europe and Central Asia.
- 1.7 This monitoring visit has been extended due to a change of centre director. For this reason, Section 5 of the Educational Oversight Framework will be looked at in detail.
- 1.8 The recommendations from the previous report are:
  - 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.

## 2. SUMMARY OF FINDINGS

- 2.1 **The language college exceeds expectations.** At the previous inspection of 20 – 22 November 2018 the college was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. An effective review process ensures courses are appropriate for students. The provision is effective in supporting progress. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes. Teaching is good and is characterised by classes that are well planned. Teaching has been strengthened through the improvement of teaching skills. Students are motivated to participate and learn. Helpful feedback on assignments allows students to know what to do to improve. Students know what progress they are making. Levels of attainment are high.
- 2.3 Students' welfare, including health and safety, is excellent. Effective arrangements are in place to support the health and safety of all. Suitable risk assessments, including for off-site activities, ensure the safety of staff and students. Admission and attendance registers are good. The digital system used allows staff to take prompt action to follow up absence. Students arrive late for classes at the beginning of the day. Appropriate procedures for contact with the Home Office are in place. Levels of pastoral support are excellent and students know who to approach, if necessary. An informative induction helps students settle quickly. Safeguarding arrangements are excellent. Detailed related policies ensure students under the age of 18 are effectively safeguarded. All staff have been checked through the Disclosure and Barring Service (DBS). Staff have been trained in safeguarding and know their responsibilities.
- 2.4 The effectiveness of governance, leadership and management is excellent. Senior leadership provides effective oversight and clear direction. The appointment of a new centre director is having a positive impact on the provision. Relationships are excellent and lead to a positive environment. Communications are frequent and effective. Consequently, staff have a clear understanding of organisational development and improvement. Policies are regularly reviewed for effectiveness. Quality assurance is excellent. Student feedback, which is collected regularly, is used to support quality improvements. A systematic and effective approach to using targets and needs identified in staff reviews and lesson observations has been established in order to plan continuous professional development (CPD) activity. Regular and helpful lesson observations are beneficial to classroom practice. Appropriate checks are in place to confirm the identity and suitability of staff. It remains difficult to access the complaints procedure online.

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

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Strengthen teaching and learning by improving teaching skills in all lessons, including the effective use of questioning.
- 3.3 Good progress has been made against this recommendation. An effective action plan has been drawn up to improve teaching skills in lessons. All teachers have attended related training. In the majority of classes good questioning was observed to support learning.
- 3.4 All courses offered are appropriate for the ages, aptitudes and language capabilities of the students. The college engages in an excellent review process which includes input from students and from City, University of London, thus making certain courses are appropriate for students. Courses are streamed according to students' English ability thus ensuring they are suitable for each individual student. Excellent analysis of student destinations and progress at their higher education institutions is used to evaluate and modify modules and courses. This further ensures their suitability, and that all students make suitable progress. Students confirm that they are on the correct courses. Courses on offer to Tier 4 students lead to qualifications or outcomes which meet the definition of an approved qualification for Home Office purposes.
- 3.5 Teaching is good and promotes learning. Teachers demonstrate good subject knowledge. They plan their lessons thoroughly, incorporating suitable activities. As a result, students engage well, make good progress and are highly motivated. Lessons are well paced so that a large volume of work is covered in the majority of classes. Students are confident and respond well to effective questioning by teachers. Regular assessment and reviews of progress enable students to know what they have done well and how to improve.
- 3.6 Students reach excellent levels of attainment based on their starting points and the length of their course. The large majority achieve their objectives and progress to higher level qualifications. Good progress was observed in lessons. Students confirm that they are well informed of their progress through regular assessment and know what they have to do to achieve.



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

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 Provision for health and safety is excellent. Clear procedures are in place to support a safe working and learning environment. The college is proactive in assessing risks, takes action to prevent them and provides excellent support for students. A range of effective policies and procedures are in place to enable students to stay safe. This includes advice and guidance on specific topics, provided in students' own languages. Measures taken to reduce risk of fire and other hazards are comprehensive and well documented. An appropriate number of trained fire marshals are in place to support the safety of all. Good signage ensures that staff and students know what to do in an emergency evacuation.
- 4.3 Admission and attendance registers are good. They are maintained digitally, which enables the efficient follow up of absent students. Levels of attendance are high. Punctuality is poor in early sessions. Clear and effective procedures are in place to follow up absences, including for students under 18 and those on Tier 4 visas. Appropriate arrangements are in place for reporting to the Home Office if required.
- 4.4 Pastoral care is excellent. Access to support is flexible and can be easily arranged. Students know who to approach if necessary. Any issues that arise are dealt with quickly and effectively. Students benefit from an informative induction which prepares them for their studies and for living and studying in London. Standards of advice and guidance offered are high and support students to make informed choices about future courses. Relationships between staff and students are excellent and support a positive learning environment.
- 4.5 Arrangements for safeguarding students under the age of 18 are excellent. Safeguarding strategies for protecting students and promoting their welfare are very well implemented. All staff understand their obligations in relation to safeguarding and are suitably trained to ensure they can fulfil their responsibilities well. Checks are made on the suitability of staff: All appropriate checks are completed prior to their appointment and enhanced DBS checks have been completed and recorded on all staff who work with students under 18 years. As a result of these measures, standards of safeguarding are high.

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

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- 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.
- 5.3 The college has made excellent progress towards this recommendation. Management has implemented a system of staff appraisals which includes the outcomes of lesson observations. Managers share areas for improvement. This informs the planning of suitable CPD events which focus on the targets and needs identified. As a result, the CPD activities are well planned and impact positively in the classroom.
- 5.4 Excellent progress has been made against the second recommendation. A policy review framework has been established and this ensures the annual review of policies to support their effectiveness.
- 5.5 Unsatisfactory progress has been made on the third recommendation. The complaints procedure is on the website but remains difficult to locate.
- 5.6 Oversight is outstanding. Leadership provides clear educational direction as reflected in the high quality of the provision, care of students and fulfilment of the college's aims. Following the appointment of a new centre director, the college is driving standards forward. As a result, the changing needs of the college are being met. Excellent relationships between the company management and senior staff in the college contribute to a positive environment. Senior management are effective in exercising their monitoring role and in providing support and challenge for improvement and development. They are successful in securing, supporting and developing high quality staff, and in ensuring they are suitably trained for their roles to meet student needs. This promotes quality improvements. Frequent formal and informal communications between staff at all levels successfully support a full understanding of organisational requirements and developments. Necessary legal permissions are in place to ensure compliance.
- 5.7 Self-evaluation is excellent. The self-evaluation document prepared for the inspection included the views of staff and gives a clear indication of the college's strengths and areas for development. Management ensures priorities are set and

then implemented through effective planning and monitoring. This contributes to on-going improvements in the provision.

- 5.8 Quality assurance, including student feedback is excellent. A system of student representation is in place. The student experience committee has a clear focus on ensuring the high quality of the student experience is maintained. Actions to improve areas identified for improvement are implemented. Regular student forums are held to hear students' views. These also lead to the implementation of improvements and maintenance of high standards. Students confirm that the system works well.
- 5.9 An effective system of collecting, collating and analysing feedback from staff, students and from academic teams at City, University of London successfully supports the driving up of standards in the provision. Effective standardisation and moderation activities lead to improve academic delivery and assessment.
- 5.10 Staff attend a variety of suitable professional development activities to enhance performance and to keep up to date with developments in the sector. A system of appraisals is in place for staff. Specific targets are set to support development. Teachers benefit from the feedback given in the planned managerial observations, and also in their peer observations. This leads to improvements such as in lesson planning and effective questioning in the classroom.
- 5.11 The complaints procedures, for academic and non-academic complaints, are fair, open and rigorous. Students are made aware of these at induction and in student handbooks. A written record of complaints is kept, though no complaints have been made since the last inspection. An external adjudicator is identified in the case of complaints that cannot be resolved.
- 5.12 Staff recruitment, qualifications and security checks are good. All appropriate checks to confirm identity and the right to work in the UK are carried out on staff prior to employment. These are appropriately recorded in staff files and on the single central register.
- 5.13 Provision of information is good. The website provides detailed information in line with requirements. It enables students to make informed choices about their courses.
- 5.14 The college provided all information required by the inspectors in a timely fashion.

## **6. ACTIONS AND RECOMMENDATIONS**

The college has maintained the excellent quality found at the last inspection.

### **Recommendations for further improvement**

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

- Introduce and implement a system to improve punctuality in morning classes.
- 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 teachers. 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

Ms Nicole la Hausse de Lalouvière	Lead Inspector
Ms Jane Beeson	Team Inspector
Mr David Guttman	Team Inspector
Ms Ann O'Toole	Team Inspector