



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

OXFORD INTERNATIONAL STUDY CENTRE

(Company Registration No. – 05828476)

Full Name	Oxford International Study Centre	
Address	7 St Aldates, Oxford,OX1 1BS	
Telephone Number	01865-201009	
Email Address	principal@oxintstudycentre.com	
Website	www.oxintstudycentre.com	
Principal	Mr Benjamin Llewelyn	
Proprietors	Mr Benjamin Llewelyn Mrs Carolyn Llewelyn	
Age Range	16+	
Total number of students	39	
Numbers by age and type of study	16-18	5
	18+:	34
	EFL only:	14
	FE only:	23
	EFL & FE:	2
Inspection dates	30 November – 02 December 2021	

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 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
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
(a) Assessment of students prior to or on arrival	4
(b) Suitability of course provision and curriculum	4
(c) The quality of teaching and its impact on learning	4
(d) Attainment and progress	5
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
(a) Health, safety and security of the premises	6
(b) Student registration and attendance records	6
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	7
(e) Residential accommodation	8
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	9
(a) Ownership and oversight	9
(b) Management structures and responsibilities	9
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	10
(e) Provision of information	11
6 ACTIONS AND RECOMMENDATIONS	12
INSPECTION EVIDENCE	13

1. CHARACTERISTICS AND CONTEXT

- 1.1 Oxford International Study Centre (OISC) is a limited company, established in 2006 and based in the centre of Oxford. OISC is jointly owned by two directors one of whom is the principal. The college uses local school and university premises in which to teach the increasing number of students enrolled on summer courses. Its aim is to help all student achieve their personal educational goals, regardless of their level of academic attainment, through learning in a safe, welcoming and encouraging environment.
- 1.2 The college offers courses in a range of subjects in preparation for university or boarding school entry, typically with EFL provision or EFL as part of their programme or intensive preparation for International English Language Testing System (IELTS). Most students receive support in English as an Additional Language.
- 1.3 The college accepts students of all ages but the majority are between 15 and 21 with long-term, year-round students typically being over 18. The college is not academically selective, although all students undertake an online placement test with further interviews on arrival. Enrolment is on a weekly basis and courses are individually designed to meet student needs and aspirations; duration of courses is between one week and several months.
- 1.4 At the time of inspection 39 students were enrolled of whom 31 were following courses online and 8 on courses on-site receiving individual or small group tuition.
- 1.5 The numbers of students vary significantly throughout the year with small numbers during winter following long-term academic courses and between 200-300 per week during the summer. With the impact of the Covid 19 pandemic the numbers of students following courses online is higher than usual. There are an equal number of male and female students. There is a range of nationalities with some 15 countries represented. The majority of students currently are Russian or Arabic speakers. All students following courses in person are over 18 although many of the online learners are aged 16-18.
- 1.6 The college was last inspected on 14 May 2019 when it was judged to exceed expectations for the quality of education.

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. Assessment prior to and on arrival is very thorough placing students on the most appropriate course to meet their capabilities and aspirations. Course provision is excellent and students are very well educated in line with their goals. Courses on offer to students under the arrangements meet the definition of an approved qualification as set out in Home Office guidance. Quality of teaching and its impact on learning is excellent, challenging tasks are set for students in line with their abilities and progress. Tutors successfully promote student engagement through a variety of activities in class and online. In a small minority of classes, students have limited involvement in their learning.
- 2.3 Students' welfare, including health and safety, is excellent. Arrangements for health and safety of the premises are excellent. Effective precautions are in place to minimise the risks from hazards and include fire safety. Staff are suitably trained as fire marshals and in first aid. College buildings are fit for purpose and are well maintained. Registration and attendance are excellent, records are meticulously maintained and attendance levels are very high. Pastoral support for students is excellent in personal and academic matters. Students receive an excellent induction which prepares them very well for study and work at the college. Safeguarding has a very high profile, it is well organised, monitored and backed up by substantial training. All procedures are in place and there is a clear strategy for the protection of students which is well known and administered by all staff. Residential accommodation is excellent and is very well managed.
- 2.4 The effectiveness of governance, leadership and management is excellent. Ownership and oversight are excellent. Proprietors fully discharge their responsibilities for educational standards, financial planning and legal obligations for safeguarding, health and safety through a range of appropriate policies. Leadership sets clear educational direction reflected in care of students and quality of education. Quality assurance is excellent, self-evaluation is effective although opportunities for part time staff to contribute are limited. Staff appraisal is robust, reliable and in accordance with requirements. It is used well to identify staff development needs. Recruitment of staff is thorough and effective; it is conducted using the college's Safeguarding policy in line with the 'Safer Recruitment' guidance.

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

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

- 3.1 Initial assessment prior to or on arrival is excellent. Initial assessment is highly effective, detailed and accurate. As a result, students are well placed on appropriate courses which meet their abilities and personal and career goals. Initial assessment is very thorough and includes interview from which a record is maintained.
- 3.2 Information from initial assessment is shared successfully with tutors who use it effectively to plan their student's programme of study and identify any learning support requirements. Consequently, the courses offered are suitable for the ages, aptitude and language abilities of individual students.
- 3.3 Effective advice and guidance for career and university entrance is included as part of the application process. They provide accurate information advice and guidance to the students before they arrive at the college, this ensures that students are placed on courses most appropriate for their aspirations.

3.(b) Suitability of course provision and curriculum

- 3.4 Suitability of course provision and curriculum is excellent. Students are very well educated in line with their goals and the aims of the college. The college has a clear statement of aims and educational purpose which are effectively implemented through detailed schemes of work and excellent lesson plans.
- 3.5 The curriculum is accurately described on the college website and made available to students on application. The courses on offer to students who are studying under Student visa arrangements meet the definition of an approved qualification as set out in Home Office guidance.
- 3.6 Excellent additional support may be provided where students have been identified as having learning or language difficulties. All students complete their course and achieve their goal.

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

- 3.7 The quality of teaching and its impact on learning is excellent and helps students make clear progress. Tutors have excellent knowledge of their subject and of their students' needs. They set challenging tasks based on accurate assessment of their students' capabilities.
- 3.8 Classes are very well planned and managed effectively making good use of time. Tutors promote active participation in class teaching and online sessions to encourage students to take responsibility for their own learning. In most of the classes and online events tutors now use a range of activities to engage students and

maintain their interest. In a small minority of classes students have limited involvement in their learning.

- 3.9 Initial and diagnostic assessment are used highly effectively to identify the learning support needs of students. Assessment of student work is monitored regularly, used very well in planning the students' programme of study and contributes effectively to the outcomes. Information from assessment informs students how they may improve their work and make good progress. Performance in public examinations is benchmarked against national averages; results are very high.
- 3.10 Individualised Learning Plans (ILPs) are used very effectively by tutors to monitor student progress and ensure that additional learning needs are identified at an early stage. Tutors provide support for students to take responsibility for the management of their own learning.

3.(d) Attainment and progress

- 3.11 Attainment and progress are excellent. Students reach excellent levels of attainment based on their starting point and the duration of the course. The high quality of teaching, effective learning and thorough assessment is reflected in the positive outcomes for students. Examination results are very good.
- 3.12 Students from diverse cultures and countries are fully integrated within courses in an environment of mutual respect and tolerance of those with different faiths and beliefs. Teaching does not undermine fundamental British Values of democracy, rule of law, or individual liberty and does not discriminate against students in any way.
- 3.13 Students express high levels of satisfaction with their tutors, course of study and their progress.
- 3.14 Comprehensive reports are made regularly to parents and agents on student progress, and the college addresses any concerns which may arise in a timely manner.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Health, safety and security of the premises are excellent. Arrangements for health and safety are highly effective ensuring the health and safety of students and staff by reducing the risk from fire and other hazards. Thorough information and training are supported through a culture of safe practice in which staff and students are encouraged to contribute to improvement. Security of the premises is good.
- 4.2 There is a good level of fire safety. Regular testing of equipment and alarm systems are complemented by regular evacuation drills of the premises all of which are accurately recorded. Signage identifying the exit routes and assembly points are prominent.
- 4.3 There is an appropriate written first aid policy which is well implemented. Signs locating first aid equipment and qualified staff are clearly visible. Staff receive training as fire marshal and first aid practitioners which are regularly updated. Records of any incident are accurately maintained. Effective provision is made for students who are ill, injured or have learning difficulties and/or disabilities.
- 4.4 College buildings are fit for purpose and well maintained with regard to health and safety of staff and students.
- 4.5 College buildings and residential accommodation used by the college are appropriately maintained with regard to the number, age and needs of the students. National guidance for Covid 19 is reflected in the reduction of class size, increased spacing in rooms and limited movement around the building.
- 4.6 Access to the building for those with mobility disability is limited. This is reported in the college prospectus and students are advised at application. Arrangements for security of the college are appropriate. There are sufficient washroom facilities and access to free drinking water. Classrooms are well furnished and have good lighting, heating, sound insulation and ventilation. The rooms and public areas are well maintained in a tidy, clean and hygienic state.

4.(b) Student registration and attendance records

- 4.7 Registration and attendance records are excellent. Accurate and detailed records of student registration are maintained on file including details from interview, information of student identity and past education relevant to their course of study. Students are very well informed of the requirements of the admissions policy and details of the terms and conditions for study at the college. Students are required to sign copies of the terms and conditions to confirm that they have read and understood the information. Fair arrangements for the collection and refund of fees are clearly stated on the website.

- 4.8 Attendance and punctuality are very high; both are emphasised on application to the college. Records for class attendance or online events are accurately maintained by each tutor. Patterns of poor attendance are readily identified and addressed immediately. As a result, levels of attendance and course completion are very high.
- 4.9 Students studying under Student Visa arrangements who fail to enrol or who do not meet requirements for attendance are notified to UKVI.

4.(c) Pastoral support for students

- 4.10 Pastoral support for students is excellent. Students on all courses have good access to personal and academic support through staff at the college at all times.
- 4.11 Learning support needs are recognised early and there is a positive impact on their achievement resulting from the support provided. Members of staff provide effective support and guidance to meet the needs of students and address the college's aims.
- 4.12 Relationships between staff and students and among students are excellent, students receive very high levels of support on both academic and personal matters.
- 4.13 The college sets high standards of behaviour and has effective procedures to prevent bullying and harassment, promoting integration and tolerance of others, which results in a culture of mutual respect, and understanding. Effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.
- 4.14 Students receive an excellent induction programme which prepares them well for work at the college and their course of study. High quality advice and guidance enables students to make informed choices of career and further study.
- 4.15 Positive social integration among students is promoted through the development of a 'communications café' within the college and is highly effective in promoting an environment of welfare support between students from different courses.

4.(d) Safeguarding for under 18s

- 4.16 Arrangements for safeguarding are outstanding and meet all of the requirements and official guidance. All required procedures are in place and are regularly updated. Safeguarding has a very high profile in the college. There is a clear strategy for the protection of students which is well known by staff. Current information is effectively communicated to all staff. Implementation is checked by the principal and senior managers.
- 4.17 All tutors, staff, host families and senior management have successfully completed online safeguarding training as advised by the Oxfordshire Safeguarding Children's Board (OSCB). Senior management have all attended verified safeguarding training from Local Safeguarding Children's Board (LSCB). Verified Safeguarding Training is incorporated as part of the in-house training programme available for all staff. There

is a Designated Safeguarding Lead (DSL) who has received extensive training in specialist areas of safeguarding and in new developments. The DSL is a member of the Oxfordshire Safeguarding consortium which provides further opportunities for updating in guidance and sharing good practice.

- 4.18 All senior management, tutor staff and host families have enhanced Disclosure and Barring Service (DBS) checks and receive regular updated training in the Prevent agenda in accordance with government legislation. An excellent e-safety and social media policy lays down guidance on the safe use of information technology in response to the increased online learning at the college. Wireless internet is available to both staff and students in the college. Appropriate blocking is in place for all Wi-Fi networks offered to students to ensure the online and emotional safety of students.

4.(e) Residential accommodation

- 4.19 Arrangements for accommodation are excellent. All accommodation is well managed, monitored, regularly inspected and registered in accordance with national requirements. The majority of students are accommodated in homestay provision. Good lines of communication are established between the college and the host family. All responsible adults in the homestay provision have received enhanced DBS checks and barring checks. Homestay accommodation is of a high standard. The hosts are supportive and promote good relationships with their students providing additional pastoral care.
- 4.20 Additional excellent opportunities for social interaction with the host family are provided and contribute significantly to the students' education and development in meeting the college's aims.
- 4.21 Students may seek alternative accommodation independently including flat rental or rooms within a managed student residence.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are excellent. The proprietors fully discharge their responsibilities for educational standards, care of students. Fulfilment of college's aims and financial planning for staff and resources. The proprietors have excellent insight into the working of the college and strategic planning and play a key role in the day-to-day activities.
- 5.2 One of the directors was formerly the principal and retains an office at the college. This contributes to the effective working of the college and provides support and challenge for the staff.
- 5.3 The directors provide clear strategic direction and monitor the college performance overseeing financial health and determining risk. They ensure that all legal permissions are in place and are well monitored to ensure that they are current.
- 5.4 Senior staff have a very effective relationship with the principal. Regular recorded meetings reflect the positive working environment. Managers share ambitious development plans with senior staff who contribute to the effective self-evaluation recognising the areas for development and setting challenging targets for improvement.
- 5.5 The proprietors are very effective in discharging their legal, safeguarding, health and safety obligations and are also very successful in satisfying the statutory duties for students under 18 years of age.
- 5.6 Effective systems are in place to ensure that all necessary resources are available to support teaching and meet the requirements of the college through robust financial management.

5.(b) Management structures and responsibilities

- 5.7 Management structures and responsibilities are excellent. The leadership and management are effective in discharging their delegated responsibilities for policy implementation and safeguarding in accordance with the aims of the college through a range of highly appropriate policies, which are successfully implemented and are subject to regular review.
- 5.8 The college leadership provides a very clear educational direction which is reflected in the high quality of education, the care of students and the aims and ethos of the college.
- 5.9 There are clear management structures which effectively support the activities of the college and enable its successful functioning. There are good relationships between staff and senior managers and effective formal and informal communication which

along with regular meetings support the main activities of the college and enable its further development.

- 5.10 Leadership and management are very effective in self-evaluation, identifying strengths and areas for development. Good priorities are set and practical action plans and comprehensive strategies devised for their achievement. Opportunities for wider contributions to self-evaluation from part-time staff are limited.
- 5.11 Management is very successful in retaining staff and in identifying and recruiting new, high-quality staff providing them with support and ensuring that they are suitably trained for their role in meeting the needs of students.

5.(c) Quality assurance including student feedback

- 5.12 Quality assurance including student feedback is excellent. Robust quality assurance mechanisms which lead to the improvement and maintenance of existing high standards of the educational experience for students are used well. Highly effective systems are in place to inform directors of the college's performance against agreed targets. Regular senior management meetings are held in which accurate data are reported against key indicators judge the college's progress. These meetings are accurately minuted and action plans formulated to monitor the impact of any deviation from target.
- 5.13 Effective tutor meetings are held regularly to provide information on student performance and share updates on changes in legislation and local information relating to health and safeguarding.
- 5.14 Managers use feedback from students very well. Student questionnaire responses are very positive.
- 5.15 The college handles the concerns of students and, where applicable, parents with care and follows its published procedures.
- 5.16 The college has a highly effective complaints procedure which allows for external adjudication should internal resolution be unsuccessful.

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

- 5.17 Staff recruitment, qualifications and suitability checks are excellent. The college has an excellent, robust and reliable recruitment and selection procedure, which is produced in line with OSCB guidance and reflects the college's Safeguarding Policy very well. Senior managers have attended Safer Recruitment training which they have implemented very well and which is regularly updated to meet OSCB requirements.
- 5.18 All checks are carried out before the appointment of new staff is confirmed.

5.(e) Provision of information

- 5.19 Provision of Information is excellent. Detailed course information is sent by email following agreement of the programme of study.
- 5.20 Comprehensive information is available through the college website including college policies, fees and course details which enable prospective students to make an informed choice of college and course of study. Clear terms and conditions are available through the college website, including details of expectations of students, fee policy, including refunds.
- 5.21 All of the information required for the purposes of inspection was provided in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Share effective strategies to promote student engagement and active participation in classes and online learning.
- Increase opportunities for wider participation in self-evaluation by part time staff.

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 the proprietors. 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 Peter Wood	Lead Inspector
Mrs Sue Martin-Standley	Team Inspector