



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

EXTENDED MONITORING VISIT

INTO LONDON WORLD EDUCATION CENTRE

Company registration no. – 07956509

Full Name	INTO London World Education Centre		
Address	102 Middlesex Street, London, E1 7EZ		
Parent name	INTO University Partnerships Ltd		
Telephone Number	0203 6915600		
Email Address	kirsty.mcconaghy@intoglobal.com		
Website	www.intostudy.com/en-gb/universities/into-london		
Centre director	Ms Kirsty McConaghy		
Proprietor	INTO University Partnerships Ltd		
Age Range	16+		
Total number of students	172		
Numbers by age and type of study	16-18:	20	
	18+:	152	
	EFL only:	32	
	FE only:	140	
Inspection date	3 December 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
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	5
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	8
6 ACTIONS AND RECOMMENDATIONS	10
INSPECTION EVIDENCE	11

1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO London World Education Centre is a private educational institution, located in the centre of London. It was incorporated in 2012 and is wholly owned by INTO University Partnerships (IUP) through INTO Manchester Ltd, of which it operates as a branch campus. The centre is managed by the centre director, who has been appointed since the previous inspection. This post replaces the two deputy directors, one of whom has taken up the new role of academic director and the other has left. The centre director reports to the senior vice president for UK Operations and Partnerships and ultimately to the Centre's management committee. Through innovative partnerships with leading universities, INTO aims to expand opportunities for higher education, ensuring student success and transforming lives.
- 1.2 The centre offers a range of courses designed to help international students progress to undergraduate and postgraduate degrees in the UK. Foundation programmes include accounting and finance, art and design, business, management and law, hospitality, events and tourism, science and engineering, and social science and media. Students on the international year one programme receive a guaranteed conditional offer to Aston Business School. The centre also offers pre-masters programmes in banking and finance and business administration, as well as courses in general and academic English. Selection for the foundation and pre-masters programmes is through the required level of English and proof of the relevant academic qualifications as specified on the website.
- 1.3 At the time of inspection there were 172 students enrolled, of whom 142 are studying on a Tier 4 visa. The large majority of students are over 18 years of age and the majority are male. Students come from a wide range of countries, although the majority are from the Far East. Almost all students have English as an additional language (EAL). At the time of the visit there were three students with declared learning difficulties or disabilities.
- 1.4 The foundation and pre-masters courses have a number of fixed start dates throughout the year, whilst English courses have continuous enrolment. The centre offers the option of accommodation in a managed residence or with host families, both of which are outsourced to external providers. There are controlled arrangements in place for the accommodation of students under the age of 18.
- 1.5 This monitoring visit has been extended due to a change of principal. For this reason, Section 5 of the Educational Oversight Framework will be looked at in detail.
- 1.6 The college was last inspected on 30 October – 1 November 2018 when it met all Key Standards and was judged to exceed expectations for the quality of education.
- 1.7 The recommendation from the previous report is:
 - Improve the monitoring of teaching so that the variation in the quality of teaching caused by the range of teaching approaches is recognised and addressed.

2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations.** At the previous inspection of 30 October – 1 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. The centre's clear statement of educational purpose is underpinned by appropriate schemes of work. Courses are well matched to students' needs and are very effective in enabling them to make progress. Courses on offer to Tier 4 students meet Home Office requirements. The quality of teaching is excellent. Knowledgeable teachers plan lessons very effectively around students' abilities to promote learning. They use a range of methods and resources well to maintain high levels of engagement and enable students to progress quickly. In the few less effective lessons, a slow start results in students taking longer to engage and develop their knowledge and skills. Students receive very helpful detailed developmental feedback on marked work. Weekly tutorials are highly effective in setting and reviewing learning targets. As a result, students make excellent progress through their course and the large majority go on to study at their chosen university. Inspectors noted that some subjects have noticeably lower attainment rates than others.
- 2.3 Students' welfare, including health and safety, is excellent. There are robust operational arrangements for managing health and safety. A clear plan to address actions arising from the recent fire risk assessment is in progress and all required maintenance checks and tests are timely. Regular premises checks by staff ensure high ongoing standards. The accurate admissions and attendance registers are rigorously maintained. The lateness policy is not always fully applied by teachers. Staff understand their reporting responsibilities for the Home Office and carry them out when required. Pastoral care and support for students is outstanding. Excellent tracking systems are used effectively by managers to monitor pastoral issues to their resolution and update relevant staff. Arrangements to ensure the safeguarding of students under the age of 18 are excellent. All staff receive appropriate safeguarding training commensurate with their responsibilities. The provision of accommodation is outstanding. Students receive all appropriate information prior to arrival. Centre staff are highly effective in monitoring all aspects of student accommodation and ensuring that issues are addressed quickly.
- 2.4 The effectiveness of governance, leadership and management is excellent. There is a highly effective relationship between the proprietor and the new centre director. IUP management committee meetings are successful in ensuring excellent educational direction and sufficiency of resources. Regular meetings with managers result in effective communication and strong working relationships within the centre. Policies are reviewed regularly to ensure effectiveness. Standards for quality assurance are excellent. University quality assurance processes are used very well to manage the curriculum. Feedback from a range of sources is used to inform areas for improvement, with resultant development plans being regularly monitored and reviewed. The introduction of a monitored programme of peer observations is

promoting standardisation in teaching approaches. Regular staff appraisals focus on individual competencies, but do not set performance targets to address the variable pass rates across different subjects. Staff recruitment procedures are excellent. The single central record of appointments contains all required information. The provision of information is excellent and the website contains all required information.

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 college has a clear statement of educational purpose that is well supported by appropriate schemes of work. Course provision is excellent. The courses offered are appropriate for the backgrounds and capabilities of the students. They are well matched to students' academic needs and objectives and are very effective in enabling them to build on their existing knowledge and skills. All courses offered to Tier 4 students meet the definition of an approved qualification for Home Office purposes.
- 3.3 The quality of teaching is excellent. Highly knowledgeable and able teachers plan their lessons carefully around students' abilities and needs to promote learning and enable them to progress quickly. Teachers demonstrate excellent teaching ability and use a range of methods and resources highly effectively to maintain students' engagement and enable them to learn and develop their subject skills very well. In the best lessons, students are fully engaged, highly motivated, and able to produce work to a very high standard. In the few less effective lessons, teachers do not always commence the class promptly or fully implement the lateness policy. As a result, students take longer to engage and are slower to develop their knowledge and skills.
- 3.4 Teachers assess students' work during their lessons very effectively, which helps students to further develop their subject knowledge, understanding and skills very well. Students receive detailed feedback on their marked work, which informs them on what they need to do to improve. Weekly tutorials review and set new learning targets effectively. As a result, students make excellent progress based on their starting points and length of course.
- 3.5 The majority of courses are validated by the University of Gloucester and assessments approved and moderated by the university. Levels of attainment are excellent. Successful completion of their courses leads to progression to their chosen university for the large majority of students. However, inspectors noted that some subject-specific courses provided by the centre have lower attainment rates than others.

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 Arrangements for health & safety are excellent. There is a clear health & safety policy, with robust arrangements in place for ensuring its effective management. Appropriate risk assessments are in place for external trips and visits. The premises are fit for purpose and well maintained, particularly with regard to the health and safety of students. Regular premises checks by facilities staff ensure high ongoing standards. There are excellent, hygienic café facilities in the premises.
- 4.3 There are robust arrangements for ensuring a high standard of fire safety. A clear plan is in progress for addressing actions identified by the recent fire risk assessment and all required maintenance tests and checks are carried out in a timely manner. Evacuation procedures are explained to students and staff during induction. Students and staff have all participated in regular practice evacuations, which are recorded with areas for improvement noted and addressed.
- 4.4 The college maintains accurate admissions and attendance registers. Attendance is recorded daily by teachers, checked by administrative staff and added to the database. There are clear attendance and lateness policies that students are fully aware of. However, in some cases the lateness policy is not fully understood or applied consistently by teachers, resulting in disruption to classes caused by the late arrival of a few students. Staff are fully aware of their responsibilities for reporting students to the Home Office if necessary and are able to make timely reports where required.
- 4.5 Students receive outstanding levels of pastoral care and support. There are excellent tracking and monitoring systems, which are used effectively by managers to ensure that all pastoral issues are monitored until their resolution. High levels of communication ensure that any issue is managed efficiently, with all staff involved updated promptly. Students are very clear on who to approach with any personal concerns, and confirm they receive highly effective support. Essential centre policies, including those covering bullying and harassment, are communicated clearly to students through notices within the premises and through their handbooks.
- 4.6 The centre has an excellent regard for safeguarding. Specific appropriate arrangements for students under the age of 18 are in place in both the teaching premises and the residential accommodation. Effective information systems result in any concern being identified and addressed promptly. All staff are appropriately trained in accordance with their roles. The safeguarding policy, which is made available on the website, is regularly reviewed and updated. There is an accurate and detailed single central record of appointments. This includes a record of enhanced DBS checks, indicating those staff in regulated activity, the level of safeguarding training received along with its expiry date, and the training received in relation to radicalisation and extremism.

- 4.7 Arrangements for the provision of residential accommodation are outstanding. Well organised systems ensure that parents and students receive plenty of information to support students' arrival in the UK. Although all accommodation is outsourced to external providers, INTO staff monitor all aspects of student accommodation regularly to identify issues and ensure that they are quickly addressed. There are robust processes in place to ensure that accommodation for students under the age of 18 is secure. Hosts of homestays accommodating such students have an enhanced DBS check and the provider liaises appropriately with the local authority where those students are accommodated for 28 days or more. There are highly appropriate and detailed arrangements in place to ensure the safeguarding of students under the age of 18 accommodated in halls of residence.

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 recommendation in this area from the previous inspection report is:
- Improve the monitoring of teaching so that the variation in the quality of teaching caused by the range of teaching approaches is recognised and addressed.
- 5.3 The centre has made excellent progress on the recommendation. A senior teacher has been appointed to oversee the monitoring of teaching and an effective programme of peer observations has been instituted to ensure standardisation in teaching approaches. Teachers value these observations and confirm they receive helpful verbal developmental feedback. Training needs are identified through observations and staff meetings, although staff can also request further professional development from their managers.
- 5.4 Since the previous inspection a new centre director has been appointed, replacing the two deputy directors who were previously jointly acting as principal of the centre. One of the deputy directors has since left and the other has taken up the new role of academic director. These revised management arrangements are aligned with those used in other centres run by IUP, and strengthen the focus and academic direction of the centre through a formal structure of meetings with other managers in the group.
- 5.5 Governance and oversight are excellent. There is a highly effective relationship between UIP's senior vice president of Operations and Partnerships, UK and the centre director. A regular formal structure of IUP management committee meetings ensures excellent communication and educational direction, underpinned by regular informal face-to-face meetings. There are robust financial management arrangements in place to ensure sufficiency of resources, reviewed regularly by the management committee.
- 5.6 There are strong working relationships within the centre. The centre director has recently introduced weekly meetings of the centre's senior management team to ensure the fulfilment of the centre's aims and the care of students. Whilst these are not currently formally recorded, progress on actions assigned is tracked and evaluated. In addition, the centre director meets regularly with individual managers and there are formal quarterly meetings of the academic board and programme teams to ensure the ongoing quality of education. Centre policies are regularly reviewed to ensure effectiveness.
- 5.7 There is a very clear and well-managed structure for measuring the quality of the provision. A clear quality policy is in place and processes are ordered to ensure all areas of the centre are monitored effectively for quality and statutory compliance. The curriculum is managed through established University of Gloucestershire quality

assurance processes, which incorporate internal and external moderation by the appropriate university. Feedback from individual students, student representatives and focus groups, along with curriculum review meetings and moderation, is used to inform successes and areas for improvement. This is passed through senior managers to the regular meetings of the joint quality committee, which is highly effective in ensuring quality standards across all centres and monitoring improvement plans.

- 5.8 Staff appraisals are centralised within IUP and focus on objectives and competencies, addressing identified development needs for non-academic staff very effectively. Teaching staff are not currently set performance targets, however, and inspectors noted that academic subjects have variable and inconsistent pass rates and average course marks.
- 5.9 The complaints procedure is well understood by students and promoted effectively on the website and in course handbooks. Academic and non-academic complaints regarding foundation courses follow University of Gloucestershire procedures and include independent adjudication, whilst complaints regarding English as a foreign language (EFL) courses are moderated by non-EFL programme managers. There is a comprehensive fee protection plan, linked to the refund and compensation policy.
- 5.10 The centre is highly successful in securing and supporting sufficient high-quality staff and ensuring their suitability to work with students. Excellent procedures for recruiting staff are underpinned by a stringent recruitment policy. The detailed single central record of appointments contains all required information, including identity and right to work in the United Kingdom (UK). Recruitment processes are standardised and include an interview which addresses safeguarding issues. Teachers are required to give a sample lesson or present a lesson plan. Appropriate checks on identity and right to work in the UK are carried out, and two references are taken up on all staff prior to their appointment being confirmed. The employment history and qualifications are checked and recorded. Enhanced DBS checks are obtained for all staff and a barring check is obtained for all those in regulated activity. If check results have not arrived by the start of employment, the applicant is not allowed into regulated activity until they have been received by the centre.
- 5.11 The provision of information is excellent. The centre's website contains detailed information about the courses on offer and is highly effective in enabling students to make an informed decision about their choice of course. It also contains contact details for the centre director along with key college policies, including complaints and safeguarding, as well as comprehensive information for students under the age of 18. The main INTO website provides contact details for IUP.
- 5.12 The centre complied readily with all requests for information in connection with the inspection.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Ensure the lateness policy is understood and consistently implemented by all teachers to promote increased student engagement and learning.
- Set performance targets for academic staff to improve subject attainment rates.

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 proprietor, and attended registration sessions. 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 Mike Coulson	Lead Inspector
Mrs Jacqueline Lawrence	Team Inspector
Mr Mark Dean Marr	Team Inspector