

Organisation name	Oxford International Education Group, Oxford
Inspection date	27–28 October 2021

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Not met

### Recommendation

We recommend that accreditation be placed under review because the section standard for Safeguarding under 18s was not met. The period of review to be ended by the submission of evidence to demonstrate that weaknesses in W1 and safeguarding have been addressed.

**The required evidence was subsequently submitted and the period of under review ended.**

### Summary statement

The British Council inspected and accredited Oxford International Education Group (OIEG), Oxford in October 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s, and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, learning resources, accommodation, and leisure opportunities.

The inspection report noted a need for improvement in the area of publicity.

The inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Oxford International, Oxford is one of three year-round adult language schools in the UK, and four in the USA and Canada, which form part of the Oxford International Education Group (OIEG). The OIEG has been through considerable changes of ownership, name and courses offered since its foundation in 1991. It currently has centres in the UK, USA and Canada as well as an online division, Oxford International Digital Institute (OIDI), and embedded colleges delivering pre-sessional, incorporated bachelors' and masters' courses within universities. Oxford International Pathways Colleges (OIPC) will operate as a separate programme from two of the three UK schools and will not be included in the accreditation of the language schools in these locations.

In Oxford, the school traditionally occupies additional premises during busy periods at several nearby sites but these have not been used since 2019 and were not included in this inspection. At the time of this inspection, all students were being taught in the main premises. Most students are recruited by agents and admissions are usually processed by OIEG head office staff in Greenwich, from where publicity and marketing are managed. Wherever practical, administrative, academic and welfare policies and procedures are also set centrally.

The inspection took the equivalent of one day and a half over two days. Due to the global pandemic, the inspection was conducted remotely. The inspectors interviewed the principal, the senior teacher/director of studies, and the student services manager. Meetings were held with a group of students and with the teachers. All teachers teaching during the inspection period were observed by both inspectors. One inspector spoke to a representative from the registered agency used for homestay accommodation and had a live virtual tour of the residence currently used by the school. A live virtual tour of the premises was also conducted.

## Address of main site/head office

36–37 Pembroke Street, Oxford OX1 1BP

## Description of sites observed

The school occupies the basement, ground and first floors of a three-storey listed building in central Oxford. A central gated archway and small courtyard divide the ground floor into two parts: on the right are reception, back office, staff toilet and a classroom; on the left another classroom and the staffroom. Entry doors to both sides are controlled by digital locks. On the first floor there are three classrooms of different sizes, a large multifunctional room soon to be used for pathways programmes which do not form part of this inspection, a small classroom that is to be converted into a library primarily for pathways programmes, the senior teacher's office, and a student kitchen. The basement on one side contains the student social room with tables and chairs, sofas and a ping pong table. The room on the other side of the basement is for general storage. The top floor of the building is used by All Souls College; access to this floor is through the main school leading to a separate staircase to the top floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

General English courses for adults (18+) and young people (16+) are offered year round, in addition to a number of afternoon elective classes. One-to-one courses are available on request. Closed group junior courses for students aged 11–17 years are offered year round and vacation course during summer and Easter.

## Management profile

The school is managed by the principal, assisted by the student services manager (SSM) and the senior teacher/director of studies (ST). Due to the pandemic, roles and responsibilities have been rationalised and in

---

addition to student administration, the SSM is now also responsible for the leisure programme. The ST is responsible for all aspects of teaching and learning. The principal has overall responsibility for welfare, planning, and general administration. She is also the designated safeguarding lead.

---

### Accommodation profile

OIEG Oxford offers homestay accommodation arranged and managed by an agency that is registered with the British Council and residential accommodation is also available at the Mews Residence which is a 15-minute bus ride from the school. The residence is owned by another organisation and the school book rooms on behalf of the students and manages the joining instructions and placement. The Mews is a new, purpose-built development of over 350 single separate en-suite bedrooms which are organised in groups of 4/5/6 rooms that make up a flat or apartment with a shared kitchen/dining area. The development also includes communal living areas, laundry facilities, a social space with wireless internet access, and a landscaped central courtyard with a small pond. OIEG student rooms are usually grouped on one corridor or in one of the three building blocks. Group leaders usually stay in homestay accommodation near their students but some group leaders arrange their own accommodation in a local B&B or hotel.

---

### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The school has very clear core values which inform all aspects of the management. There is a clear structure to the organisation and channels of communication are strong at both central and local level. HR policies are readily available and there are good systems in place for the recruitment, induction and monitoring of staff performance. Student administration is handled efficiently on the whole and complaints are monitored and actioned effectively. Publicity is not always accurate and does not include all the required information. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises offer a comfortable and professional environment for students and staff and are in a good state of repair. Facilities for students to relax are good and signage is clear throughout the building. Learning resources are plentiful and well organised, and the technology available to staff and students is well managed. *Learning resources* is an area of strength.

#### Teaching and learning

The provision meets the section standard. The academic staff have a professional profile appropriate to the context and there are effective systems and procedures in place to manage the teaching team. Course design is appropriate to the needs of the students on each programme. The teaching observed meets the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall the school provides its students with appropriate pastoral care, but some risks associated with the main school premises have not been adequately assessed or mitigated. Policies and pastoral care of students are very good. The school offers a choice of homestay and residential accommodation both of which are of a high standard and very well managed. The leisure programme is well resourced and tailored to meet the needs of the students. *Accommodation* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision does not meet the section standard. The safeguarding policy is very comprehensive and training for all the relevant adults involved in courses is fully covered. Parental consent information has been partially revised but is not linked to the rules shared with parents and homestay hosts. There were some gaps in records sampled. There is a need for improvement in *Safeguarding under 18s*. **The required evidence was subsequently submitted, and the provision now meets the section standard.**

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

---

### Evidence

#### Management

<b>Strategic and quality management</b>	Area of strength
---	------------------

M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M1 The organisation's goals and values are included in several documents and inform policy decisions at both local and central level. The principal could clearly demonstrate how the core values had been reflected in decisions made in response to the global pandemic.

M3 The structure of the school and the wider organisation is made very clear in a number of detailed organograms which are available to staff. Photographs of staff and their responsibilities are included in the student handbook and on noticeboards in the school.

M4 There is clear evidence of both formal and informal communication within the school and the wider organisation. Academic teams from schools across the group meet regularly, as do school principals. The CEO shares a weekly memo/newsletter with all members of staff.

M5 Student feedback is gathered at several points throughout their course, including first day, first week, at the end of the course, and via tutorials which take place fortnightly. Feedback is collated, discussed in weekly meetings and circulated to management where necessary.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M10 The safer recruitment policy is followed and sampled staff files were complete, although not always easily accessible.

M11 Induction procedures are thorough and include a checklist for all departments. Comprehensive and on-going training is provided in the use of interactive whiteboards (IWBs) and the virtual learning campus (VLC).

M13 Continuing professional development is taken very seriously by the organisation and there is a wide range of opportunities for staff training in all departments.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

#### Comments

M14 Students at the focus group commented on the high standards of customer service provided by all members of staff.

M18 Local and emergency contact details were incomplete for student files sampled during the inspection.

M21 The complaints policy is clear and readily available from a number of sources including the student handbook and on classroom noticeboards. It includes the ultimate option of an independent body and records of complaints were seen to be actioned promptly and efficiently.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The organisation's publicity materials are devised and co-ordinated by a marketing team at head office and comprise a website, a printed worldwide group brochure, a range of factsheets, and a social media presence. The main medium is considered to be both the website and the printed brochure.

M25 Costs for the leisure programme are not included in publicity materials.

M26 Limited information on the level of care for under 18s is provided. Limits to the supervision of 16 and 17 year-olds on adult programmes are not stated, nor is there sufficient information on supervision outside the classroom or arrangements for the journey from accommodation to the school.

M27 It is made clear that homestay accommodation is arranged by an agency but the estimated time, distance and cost of travel from accommodation to the school is not provided in publicity materials.

M29 At the time of the inspection, the use of the Accreditation marque could give rise to the impression that more programmes were accredited than was the case. This was addressed during the inspection and is no longer a point to be addressed.

## Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

All criteria in this area are fully met.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

### Comments

P8 Teachers have a very good range of well-organised printed and in-house developed materials, as well as access to online resources.  
P9 All classrooms have IWBs and training is provided for both staff and students in the use of the VLC. Group-wide technical support is available for any problems that are encountered.  
P12 Coursebooks in current use are reviewed during teacher meetings and student feedback is monitored via the VLC. Academic managers from all UK schools regularly meet to review coursebook and elective materials.

## Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

M1 One teacher is without a Level 6 qualification. A rationale was accepted in the context of this inspection.  
M4 The ST is TEFLI but has recently completed a diploma-level qualification and is waiting for the results. A rationale was accepted in the context of this inspection. The principal is TEFLQ.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
T8 While the non-linear structure of the coursebook in the syllabus allows for continuous enrolment to some extent, guidance on how to successfully integrate new students into classes is not provided in teacher handbooks.	
<b>Course design and implementation</b>	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	
T12 Teachers commented that their feedback on the choice of coursebooks was actioned by the academic management team and had resulted in changes to materials. Student feedback on the VLC also informs the ST on the success of coursebooks and materials used on elective courses.	
T13 Weekly schemes of work with clear outcomes are available to students on the VLC as well as on classroom noticeboards.	
T15 There was no evidence that study and learning strategies are systematically included in course and lesson planning.	
<b>Learner management</b>	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
<b>Comments</b>	
T18 Weekly grammar and vocabulary tests complement fortnightly skills tests, the results of which are added to the VLC for students to monitor their own progress. Teachers assess students' ability against CEFR descriptors built into the general English syllabus and students also receive tutorials where their progress is discussed.	
<b>Classroom observation record</b>	
Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All
<b>Comments</b>	
None.	
<b>Teaching: classroom observation</b>	
Met	

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Knowledge of grammatical systems was generally sound and in better segments language examples were appropriately contextualised with good attention to stress and intonation. However, there was also an instance of a misleading explanation of vocabulary.

T24 Profiles were fairly detailed and in better segments there was evidence that coursebook materials had been adapted to meet the needs of the students. Lesson content was appropriate in all cases.

T25 Plans were well staged with a logical progression of tasks leading to relevant learning outcomes.

T26 A good range of teaching techniques was observed. Teachers elicited target language confidently, nominated, prompted, drilled, and concept checked new language.

T27 Instructions were clear in most lessons and carefully checked in better segments. IWBs were used confidently and good use of whiteboards to record target language used throughout the lesson was observed. Coursebook materials were included but did not dominate and in stronger segments teachers had prepared their own materials to better reflect students' needs.

T28 Teachers used a variety of correction techniques including encouraging self-correction, on occasion. Feedback from teachers was consistent and activities were monitored well, although there were missed opportunities for the correction of pronunciation errors, in particular. Better segments included an end-of-lesson review of target language.

T29 The majority of lesson plans had clear checking stages included to evaluate whether learning was taking place.

T30 The atmosphere in all classes was professional and friendly. Most lessons were very student centred but in weaker segments teacher talking time sometimes dominated. However, students were very motivated and engaged and learning was clearly taking place in all lessons. Teachers had developed a very good rapport with their students and activities were often personalised.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority of segments observed being satisfactory. Teachers demonstrated a sound knowledge of the linguistic systems of English and provided accurate models on the whole. Lesson content was generally relevant to students' needs and an appropriate range of teaching techniques was employed. The management of the classroom environment was effective, with confident use of IWBs in all lessons. In most cases students received suitable correction and feedback. Learning was checked and the students were interested and fully engaged in their lessons.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength



W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Fire risk assessments, procedures and drills are very well handled in the main school building, Pembroke House, and the Mill residence. However, there is no premises risk assessment for Pembroke House, covering for example, the shared access to the building's upper floors or access via the unmonitored external door from classroom GO1. Key pad entry is in place at the three blocks of the residence and the main entrance reception is attended 24 hours per day. Evidence was subsequently submitted and this is no longer a point to be addressed.

W2 A very thorough, carefully considered policy is in place including practical procedures for handling a security or safety emergency on the premises, on excursions, or in the vicinity of the institution.

W3 Pastoral care is excellent including, for example, proactive support for students who may be unwell or support for adult students arranging their own accommodation.

W4 Comprehensive policies developed by head office and in conjunction with the principal are in place. Policies are well expressed and information is widely available in different formats.

W6 The information provided is very clear and detailed and includes, for example, personalised information setting out different options for travel by public transport for those not using the school arranged transfer service.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W11 The homestay visitors are very experienced including the school manager who covers the residence and staff from the accommodation agency who complete the homestay initial and re-visits. As well as the scheduled two-yearly visits, random spot checks are also carried out by OIEG staff and agency staff together. The systems of record keeping are efficient, and information is easily accessed by running regular reports.

W12 The confirmation of the booking gives very full information, including a pen portrait of the household. As well as photographs of the accommodation there is additional information about the local area.

W13 Accommodation agency staff contact students regularly to check levels of satisfaction and they are available 24/7 to respond to issues or problems. Detailed logs and records are kept of any issues and actions taken. These are discussed with clients. OIEG and homestays report that the agency and school management respond quickly and effectively.

W14 The conditions are confirmed with every new booking. Special requirements are made known and discussed with the homestay hosts, who also receive their students' school itineraries. Residence information is equally thorough.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met

W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

All criteria in this area are fully met.

#### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

#### Comments

All criteria in this area are fully met.

#### Leisure opportunities

Area of strength

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students have information and access to a range of opportunities. Information is shared through different channels and attractively displayed.

W24 The varied leisure programme offers engaging activities tailored to the students' interests and incorporates student suggestions.

W25 Students are proactively encouraged to join activities and the staff know their area very well. Students commented very positively on the range and content of the sessions available.

W26 Risk assessments are very thorough. Accompanying staff are well briefed and clear procedures are in place to cover different circumstances that may be encountered on and off site.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Not met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Not met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Not met

## Comments

At the time of the inspection there was only one 17-year-old student attending the adult English programme. In previous times up to 16 of the student body of 150 were young learners. No closed group junior courses have been run since the pandemic started. **Post inspection the required evidence was submitted for all criterion found to be not met in this section and they are no longer points to be addressed.**

S1 A very comprehensive policy, written in accessible English, is available and regularly updated and refined. Supporting incident reporting and code of conduct documentation is readily available.

S3 There is a parental consent form which includes medical consent. There is however, insufficient detail about the level of care and what the parents are consenting to: for under 18s on junior courses and for 16 and 17 year-olds on adult courses. For example, there are no specifics about unsupervised time or travel on public transport after evening activities. When the inspectors brought this to the school's attention management promptly started a review of the form. A revised parental consent form for under 18s on adult courses was submitted. The parental consent form for junior courses is not yet in place.

S4 A recruitment policy is in place and covers the key criterion specifics although the reference form lacked some details. Management revised the form promptly when inspectors alerted them to the omissions.

S6 Although the rules are shared with hosts, parents and students the details are insufficiently clear; for example there are no risk assessed measures regarding unsupervised time during excursions.

S7 The accommodation agency ensures that homestay hosts are always aware of the rules for the students for each booking and the procedures for dealing with emergencies. Risk assessments are carried out during visits to homestays, including the journey between the accommodation and the school. This criterion was met except for the placement of one student staying with a relative. The identity of this adult had not been checked or vetted by the school.

S8 Contact details and records are routinely collected and recorded although sampling of the records revealed that the contact information and address were absent for one under-18 student.

## Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

## Comments

D1 The items sampled were satisfactory.

## Organisation profile

Inspection history	Dates/details
First inspection	August 2012
Last full inspection	October 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Oxford International Greenwich, Brighton, OIEG Junior Centres
Other related non-accredited schools/centres/affiliates	OI Canada & OI USA, OIDI, Embedded pathways, in-house pathways

## Private sector

Date of foundation	1991
Ownership	Name of company: Oxford International Education Group Company number: 2666738
Other accreditation/inspection	ISI

## Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	Pre-Covid the following centres were used: St Aldates Parish Centre, 40 Pembroke Street, Oxford OX1 1BP Oxford Tutorial College (OTC), 5 Cambridge Terrace, Oxford OX1 1RR OTC, 1 Alfred Street, Oxford OX1 4EH Oxford International Study Centre (OISC) annex, 7 Blue Boar Street, Oxford OX1 4EE

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	26	150
Full-time ELT (15+ hours per week) aged 16–17 years	1	16
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>27</b>	<b>166</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian & Swiss	Italian & Thai
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	Mid 20s	Mid 20s
Adult programmes: typical length of stay	4 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian & Russian	Spanish & Thai

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	16
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

## Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	1
<b>Total</b>	<b>2</b>

**Comments**

The Senior Teacher was not scheduled to teach during the inspection.

**Teacher qualifications profile**

## Profile in week of inspection

Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

**Comments**

None.

**Accommodation profile**

## Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	17	0
Private home	0	0
Home tuition	0	0
Residential	6	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	26	1
Overall total adults + under 18s	27	