

Education and Training Inspectorate

Educational Oversight Inspection (Home Office)

Annual Monitoring Review Inspection Report

Foyle International

June 2017

A full Educational Oversight inspection was carried out in Foyle International in May 2014. In May 2016, a first Annual Monitoring Review inspection was carried out which highlighted the most important developments that had taken place since the original inspection:

- the corporate structures and roles and responsibilities of staff had been reviewed and realigned across the school;
- the curriculum provision had been reviewed resulting in an increase in the provision of in-house accredited courses, these included the Diploma in Medical Science and the Diploma in Specialist Support for Teaching and Learning in Schools;
- improved links and partnerships with the further and higher education sector had been identified and were being progressed to facilitate the development of a broader range of programmes for students, including the university preparation and the professional adaptation pathway programmes;
- the school had implemented a new integrated management information system which had improved the quality of the monitoring, standardisation and reporting processes across the provision;
- a bespoke company website had been launched, which used social media and digital marketing to communicate with current students and to recruit new students across a range of new and existing markets;
- links to a number of European partners and agencies had been expanded to support the development of quality improvement projects such as Quality Mentoring (Q-mentor) and European Credit for Vocational Educational Training (ECVET), to improve the breadth of the curriculum offer across the provision;
- an improved information technology (IT) infrastructure had been put in place to further enhance the learning environment and support on-going improvements in the quality of learning and teaching, including an improved wi-fi service, the provision of mobile devices, the implementation of a virtual learning environment, and the more effective use of blended and technology enhanced learning;
- two senior managers had successfully completed courses in the use of blended learning and digital marketing to support their personal continuing professional development needs and meet the wider objectives of the school through expanding key areas of provision;
- one of the directors had become an accredited World Host Train the Trainer¹;
- three managers and one administrator had undertaken and completed safeguarding training and they were continuing to implement improvements to the safeguarding arrangements across the school;
- the managers and teaching staff had been given greater personal responsibility for promoting improvement within their departments; and

¹ The WorldHost Initiative provides businesses in the visitor economy sector with the opportunity for staff to complete industry relevant qualifications to enable them to provide the very best customer service across the visitor economy.

- appropriate actions had been taken to address all of the areas identified in the ETI inspection report and improved arrangements for action planning had been put in place as part of the self-evaluation and quality improvement planning processes.

The inspection also identified the need for development in the following areas:

- to develop further the organisation's recruitment strategy, particularly the implementation of the new digital marketing approaches and the continued up-skilling of staff to support the increasing number of students, especially long-term students, recruited across the programmes; and
- to continue to develop and embed the use of the new integrated management information system to further inform strategic and operational planning, including the more robust monitoring of students' progress.

Inspection Overview

The second annual monitoring review inspection was carried out in June 2017. This involved a scrutiny of the inspection documentation submitted to the Education and Training Inspectorate (ETI) by Foyle International prior to an inspection visit to the organisation by the reporting inspector.

During the visit, the reporting inspector spoke to the director, the sales and marketing director, the academic manager, the European programmes co-ordinator and the managers with responsibility for the management of work-placements, safeguarding and quality of the school. The inspector also met with the designated officer for safeguarding, a focus group meeting was carried out with seven students and other relevant documentation was scrutinised.

The reporting inspector evaluated the quality of the self-evaluation report which was submitted by Foyle International prior to the annual monitoring review inspection, and reported to the organisation during the visit that, while it was of an appropriate quality, the monitoring processes were in need of further development.

Changes to the provision

In the interval since the first annual monitoring review inspection, Foyle International has taken the following actions, which affect its provision:

- further investment has been made in upgrading the physical accommodation and developing additional learning resources,
- the organisation's structure has been realigned into the three departments of sales and marketing, student services and an academic department;
- a review of roles and responsibilities of staff has been carried out with a focus on developing staff skills to increase recruitment and marketing and better support the management within the new structure; the total number of staff has been reduced by one full-time equivalent member of staff (10%);

- a review of the curriculum provision has been carried out resulting in the delivery of an increased number of in-house International English Language Testing System (IELTS) skills and preparation courses, which are delivered online and face-to-face; and
- a partnership arrangement has been secured with the local further education college to increase the opportunities for students' to progress to foundation and university programmes, and to collaborate further to deliver Erasmus+ provision.

Main developments

The following are the most important developments that have taken place since the first annual monitoring review inspection:

- the information technology infrastructure has been further enhanced, including the investment in: an online learning platform; an improved wi-fi service; facilitation of 'Bring Your Own Device'; and a re-vamped company website, to support the growth in on-line training provision and improve the quality of learning, teaching and training;
- there is better use of technology enhanced learning, including a new core text book which has on-line material and online self-access materials for General English, Exam Practice, Business English and Academic English at all levels for students to top up their learning hours and support extended learning;
- a bespoke course in travel and tourism (European Skills in Motilities) accredited by Open College Network Northern Ireland (OCNNI) has been developed, piloted and been recognised and validated across five European partners on the Vocational Education Training (VET) towards ECVET project²;
- further work-experience placement opportunities have been developed, including an employability project in cultural awareness and work ethics, to support the employability needs of a group of students on a six-week European placement;
- the organisation is now accredited by the Open College Network Northern Ireland (OCNNI) for the following courses; Developing Skills in the Practice of English Language Teaching; Teaching English as a Foreign Language (TEFL) and Teaching English to Speakers of Other Languages (TESOL) and the OCN Level 4 Diploma in Medical Science (MediPrep);
- one member of staff is now an accredited internal verifier for the Open College Network Northern Ireland (OCNNI);
- there remains an on-going high priority and investment in providing a broad range of opportunities for staff to engage in continuing professional development, particularly in the areas of management development, technical, functional and soft skills, and enhanced safeguarding training, digital marketing and teaching on-line training; and

² VET towards ECVET is a European project, developed under Erasmus+ Programme. It covers the consideration of ECVET in trainings related to tourism, with a particular focus on 2 sectors: hotel receptionist and seller in touristic areas. This project involves French, Northern Irish, German, Portuguese and Italian partners.

- appropriate actions have been taken to address the areas identified in the previous ETI annual monitoring inspection report, particularly the improved actions to monitor students' progress, particularly short-term students, and the further implementation of the school's digital marketing strategies to support the increase in the number of students recruited across a range of existing and new markets.

Further improvement

To improve the quality of the provision further, Foyle International needs to take action to address the following areas:

- to continue to develop the virtual learning platform and curriculum resources to enhance further the quality of the learning, teaching and training; and
- to strengthen further the quality monitoring processes to support more fully the implementation of the actions taken to promote and sustain improvement.

Overall effectiveness outcome

Foyle International demonstrates capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process.

Quantitative terms used by the ETI

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

| | | |
|-------------------------|---|---------------|
| Almost/nearly all | - | more than 90% |
| Most | - | 75%-90% |
| A majority | - | 50%-74% |
| A significant minority | - | 30%-49% |
| A minority | - | 10%-29% |
| Very few/a small number | - | less than 10% |

Performance levels

The ETI use the following performance levels when reporting on Achievement and standards, on Provision for learning, and on Leadership and management:

| Performance level ¹ |
|-----------------------------------|
| Outstanding |
| Very good |
| Good |
| Important area(s) for improvement |
| Requires significant improvement |
| Requires urgent improvement |

Overall effectiveness outcome

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

| Overall effectiveness outcome - Annual Monitoring Review inspection |
|--|
| The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing any area(s) for improvement through the Annual Monitoring Review inspection processes. |
| The organisation demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The inspection confirms that it continues to meet the requirements for Educational Oversight. The ETI will continue to monitor the organisation's progress in addressing the areas for improvement through the Annual Monitoring Review inspection process. |
| The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight ² . |
| The organisation needs to address urgently the significant areas for improvement identified in the interests of all the learners. The inspection confirms that it no longer meets the requirements for Educational Oversight. The organisation should refer to the Home Office Guidelines for Educational Oversight ² . |

Key Performance Indicators

| Key Performance Indicators and Definitions | |
|--|---|
| Retention | The percentage of learners who complete their. English language course, out of the number of learners enrolled at the beginning of the course. Retention rate = Number Completed / Number Enrolled |
| Achievement | The percentage of learners who completed and achieved all, or partially achieved some, of the components of their English language course: Achievement Rate = (Full Achievement + Partial Achievement) / Number Completed. |

¹ The ETI performance levels were revised with effect from 1 September 2015

² In the case where an organisation fails to maintain Educational Oversight, it should refer to the Home Office guidelines for Educational Oversight – <https://www.gov.uk/government/publications/sponsor-a-tier-4-student-guidance-for-educators>

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