



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

**GLOBAL LONDON COLLEGE**

**(7366665)**

Full Name	<b>Global London College</b>
Address	36 New Oxford Street, London WC1A 1EP
Parent company name	Olivet Assembly
Telephone number	020 7637 8154
Email address	info@glcollege.org.uk
Website	glcollege.org.uk
Principal	Mr Christopher Marshall
Proprietor	Olivet Assembly
Total number of students	16
Numbers by age and type of study	18+: 16 EFL only: 6 FE only 10
Inspection dates	<b>20 – 22 July 2021</b>

## 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.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 Global London College (GLC) is a private education institution which was established in 2010. Originally located in the City of London on Fleet Street, the college moved to its present location in central London in 2019. It is a private limited company which was sold in May 2020 to the present owners, Olivet Assembly, a not-for-profit charity. GLC aims to offer a dynamic, friendly and professional learning environment in which it prepares and empowers students to develop their academic and career potential. Governance is provided by three directors from the parent company. Leadership of the college is provided by the director of GLC.
- 1.2 GLC offers general English courses from elementary to advanced level, as well as preparation courses for the International English Language Testing System (IELTS) examination. Courses are offered from 2 to 45 weeks and students may enrol on them on a weekly basis. Since the last inspection, the course offer has changed significantly with only English as a Foreign Language (EFL) courses now being offered. One intermediate general English class and one IELTS class were running during the inspection.
- 1.3 At the time of the inspection 16 students were enrolled. They are all over the age of 18 years old and the vast majority are female. Students come from China and Mexico and all speak English as an additional language. No students were identified as having learning difficulties or disabilities.
- 1.4 The college was last inspected on 30 April 2019 when it met all Key Standards and the quality was judged to be satisfactory.

## 2. SUMMARY OF FINDINGS

2.1 **The quality of education at the college is unsatisfactory.** At the time of the inspection, the following Key Standards for Educational Oversight were not met:

1. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe. **[Standard 40]**
2. The leadership of the college provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the college's stated purpose, or its aims and ethos. **[Standard 45]**
3. There is an effective relationship between the principal/senior staff and the college's proprietor. **[Standard 46]**
4. The college has adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards. **[Standard 49]**

2.2 The quality of the curriculum, teaching and learners' achievements is satisfactory. Initial assessment prior to or on arrival is good and places students on an appropriate course to meet their needs and language capabilities. Course provision is satisfactory. A clear educational policy is in place, with courses being supported by appropriate schemes of work. A limited curriculum is offered but is appropriate for the ages, aptitudes, and language capabilities of the current students. Courses accurately reflect published information and are equally accessible to all students who meet the admission criteria. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Teaching is good and ensures that students make good levels of progress given their starting points. Teachers have good subject knowledge and in the majority of lessons use an appropriate range of effective teaching methods to engage and keep the interest of their students. The use of technology in lessons is good and effectively supports learning. However, in a minority of lessons, teachers dominate class discussions and extension activities for the more able student are limited. As a result, a small minority of students do not make the progress that they should during lessons.

2.3 Students' welfare, including health and safety is unsatisfactory. The college's premises are well maintained and provide a suitable learning and working environment. Appropriate health and safety policies are in place and are effectively implemented. Fire safety measures are good. Admission and attendance registers are accurate and appropriately maintained and monitored. The college has appropriate procedures in place to make necessary reports to the Home Office when required. Pastoral support is satisfactory and students feel well supported. However, staff have not received formal training in dealing with welfare issues. Consequently, the scope and effectiveness of the support that they can provide is limited. An appropriate social programme is not offered. As a result, students have a limited opportunity to participate in organised leisure activities. Careers advice is

unsatisfactory. Formal career guidance and advice are not provided. Arrangements for the safeguarding of students under the age of 18 are unsatisfactory. A designated safeguarding officer and deputy have not been identified and trained to an appropriate level. The director has been appropriately trained in safeguarding. However, other staff have not received the required basic awareness training in safeguarding. An appropriate single central register of identity and suitability checks has not been maintained.

- 2.4 The effectiveness of governance, leadership and management is unsatisfactory. A clear educational strategy and curriculum policy is in place. However, oversight of the college's arrangements for safeguarding, quality assurance and policy review is unsatisfactory and has not ensured appropriate procedures have been followed to ensure the previous satisfactory standards have been maintained. Management roles and responsibilities are clearly specified. However, appropriate policies and procedures are not introduced, implemented, monitored or reviewed regularly. Quality assurance mechanisms are unsatisfactory and have not resulted in identifying priorities for improvement and planning to meet those. Self-evaluation is underdeveloped and does not accurately reflect the current position of the college. As a result, appropriate targets are not set to bring about improvement. Policies and procedures to ensure regular staff appraisal are in place but are not being fully implemented. As a result, not all staff have been appraised or have had training needs identified. Where staff have been appraised, the targets noted for development are not sufficiently clear or measurable to support personal development. Observations of teaching and learning are undertaken but are not appropriately linked to the appraisal process to fully support improvements in performance. Checks to confirm the identity and suitability of staff are good. An appropriate complaints policy is in place. However, an external adjudicator has not been identified in the complaints procedure. Provision of information on the website is unsatisfactory as it has significant inaccuracies.

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

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

- 3.1 Assessment of students prior to or on arrival is good and is well managed. Prior to arrival students take a commercially-produced multiple choice grammar and vocabulary test to provide an initial indication of a student's language level. On arrival, an appropriate writing and speaking test is undertaken. As a result, students are placed in a class at the appropriate level for their language abilities. If a class at the appropriate level is not available, the student is not enrolled at the college.
- 3.2 Information forms and placement tests record student strengths and weaknesses in English. These are used by teachers in their planning.
- 3.3 Accurate information and guidance are provided to students by agents prior to the start of their course.

#### **3.(b) Suitability of course provision and curriculum**

- 3.4 The suitability of course provision and the curriculum is satisfactory. A clear educational policy is in place, which is implemented effectively and supported by appropriate schemes of work. As a result, the curriculum effectively supports the education of the current small number of students enrolled at the college in accordance with their objectives, and the aims of the college.
- 3.5 The range of courses available is limited, but is appropriate for the ages, aptitudes and language capabilities of students currently enrolled at the college. Courses are appropriately benchmarked to the Common European Framework of Reference for Languages (CEFR), allowing for a shared understanding of levels. Information on courses delivered is in accordance with information on the college's website. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance.

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

- 3.4 Teaching is satisfactory and effectively promotes learning and progress. Lessons are appropriately planned and effectively meet the requirements of the course and student needs. Teachers display good subject knowledge and show an appropriate understanding of the cultural backgrounds of their students. Teachers use a range of effective teaching methods to engage students, including the use of the interactive whiteboard to promote active learning. However, in a minority of lessons, teachers employ a limited range of teaching methods and activities. Overdomination of the lesson by the teacher allows few or no opportunities for students to effectively discuss or apply their new knowledge. As a result, students are not given as much opportunity to develop their independent learning skills.



- 3.5 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.6 Correction of student work is good. Teachers provide constructive comments on homework, which allow students to know what to do to improve.
- 3.6 Learning resources are satisfactory. Commercially-produced course-books are used to support learning. However, a lack of extension activities for the more able students slows their progress.

### **3.(d) Attainment and progress**

- 3.7 Students' progress and attainment is satisfactory. Students receive a satisfactory education, which reflects the aims of the college. Evidence from lesson observation, scrutiny of work and discussions with the students shows that appropriate standards are being reached.
- 3.8 Students report that they are satisfied with their progress and state that they benefit from the support given by their teachers. Inspectors agree with this.

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

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

- 4.1 Arrangements for health, safety and security of the college's premises are good. The college premises are well maintained and provide a suitable working and learning environment. The premises are clean, tidy and decorated to an appropriate standard. Furniture and fittings are suitable. Heating, ventilation and sound insulation are satisfactory. Free drinking water is available for staff and students. Measures taken to reduce risk from fire are comprehensive and well documented. A recent risk assessment has been undertaken by a professional external organisation to support the safety of all in the building. An appropriate number of suitably trained fire marshals are in place. Appropriate records are kept of regular fire evacuation drills. Clear signage ensures that staff and students know what to do in the case of an emergency evacuation. There are a sufficient number of washrooms.
- 4.2 First aid provision is good. A clear policy on first aid is in place and is implemented effectively. A suitable number of qualified first aiders are in place. The first aid box is well stocked and is regularly checked to ensure that it is up to date. Proper provision is made for students who are ill or injured. Due to the age of the building, the college is not accessible by wheelchair users. Security arrangements are excellent.

### **4.(b) Student registration and attendance records**

- 4.3 Systems for recording registration and attendance are satisfactory. Appropriate policies and procedures are in place and fully implemented for the timely and accurate registration of students. Accurate records are maintained and effectively monitored. An accurate attendance register is maintained for all current students. A detailed punctuality policy is in place and is made known to students during induction and in the student handbook. However, the policy is implemented inconsistently. As a result, students are unclear of the college's lateness rules. Appropriate arrangements to make the necessary reports to the Home Office are in place and fully understood by staff. Levels of attendance are high.
- 4.4 Fair and clear procedures for the collection and refund of fees and deposits are appropriately communicated.

### **4.(c) Pastoral support for students**

- 4.5 Pastoral care is satisfactory and students feel well supported. Support can be easily organised and students know who to go to if necessary. However, staff do not receive appropriate information or training to fully equip them to support students on personal matters. As a result, their understanding of welfare issues and what action to take to support students is limited.
- 4.6 Students receive an induction on arrival which informs them of various aspects related to the college. However, no information is provided about their course or life

in London, so limiting its effectiveness. The student handbook is unsatisfactory. It is a lengthy document and does not provide relevant information in relation to life in London or the students' course. A programme of leisure activities to enhance the student learning experience is not offered. As a result, students have a limited opportunity to participate in organised leisure activities.

- 4.7 Careers advice is unsatisfactory. Guidance to enable students to make informed decisions about future courses or careers is not offered.
- 4.8 Suitable policies relating to bullying and abuse are in place. No instances of bullying have been reported. Students report that relationships between staff and students are excellent and are effective in creating a positive atmosphere in the college. Inspectors support this view.

#### **4.(d) Safeguarding for under 18s**

- 4.9 The safeguarding arrangements for students under the age of 18 are unsatisfactory. Arrangements do not have proper regard to official guidance and the implementation of safeguarding and recruitment strategies is not appropriately checked by senior managers. An appropriate safeguarding policy is not in place. There is no senior member of staff or board-level safeguarding lead identified with safeguarding responsibilities. The director has been suitably trained to Level 3 in safeguarding, which includes interagency level. However, staff have not received appropriate training or updates, where relevant. All staff have been checked for their suitability through the Disclosure and Barring Service (DBS). However, an appropriate single central register is not maintained. Consequently, it is not clear what checks have been made.
- 4.10 Staff have not undertaken training regarding the risks associated with radicalisation and extremism, further reducing standards of safeguarding.

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

### **5.(a) Ownership and oversight**

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. The college's work is supported financially by appropriate structures which provide the resources necessary to make its aims realistically achievable. An educational strategy and curriculum policy is in place, but these aims are not fully aligned to college activities or monitored effectively to ensure that all key operational responsibilities are undertaken effectively. Consequently, oversight of the college's arrangements for safeguarding, quality assurance and policy review is unsatisfactory and has not ensured appropriate procedures have been followed to ensure previous standards are maintained.
- 5.2 All necessary legal permissions are in place from the relevant bodies.

### **5.(b) Management structures and responsibilities**

- 5.3 Management structures and responsibilities are unsatisfactory. The college has appropriate management structures and responsibilities in place. Each member of staff has a well defined role in the organisation and they are all clear about their responsibilities. Most communication between staff and managers are informal, with few formal meetings and limited recording of decisions made and actions agreed.
- 5.4 The securing and developing of staff is unsatisfactory. The college has recruited staff but they are not successful in supporting them and in ensuring they are suitably trained for their roles in meeting the needs of all students. This reduces the quality of support provided.

### **5.(c) Quality assurance including student feedback**

- 5.5 Quality assurance is unsatisfactory. Student feedback is collected from students during their course and on leaving. However, it is not used systematically to identify priorities and actions for improvement. Formal lesson observations are undertaken but do not clearly focus on monitoring and improving the quality of teaching. Data on student performance is collected and collated but its use to monitor and evaluate course effectiveness is limited. Formal feedback from staff is not sought which limits quality improvements.
- 5.6 Self-evaluation is unsatisfactory. The college has a firm commitment to sustaining and improving both the quality of teaching and learning and the educational outcomes of its students. However, while the current self-evaluation report identifies a few relevant strengths and weaknesses, it is not sufficiently reflective or critical and tends to overestimate its strengths. As a result, it is not effective in identifying specific priorities and actions to quickly improve; including identifying weaknesses in governance, leadership and management and safeguarding. The college has a wide

range of policies available to staff and students. However, they are not effectively introduced, implemented, monitored or reviewed regularly.

- 5.7 Procedures for appraisal are unsatisfactory. Procedures have been identified; however, they have not been fully implemented. As a result, not all staff have been appraised or have had their training needs identified. Where staff have been appraised, the targets noted for development are not sufficiently clear or measurable to support personal development. Observations of teaching and learning are undertaken but are not linked to the appraisal process. Clear development goals are not set, so reducing the effectiveness of the observations and their impact on teaching and learning. Staff do not have access to professional development activities.
- 5.8 A suitable complaints policy, which was completed at the time of the inspection, is in place. However, a suitable external adjudicator has not been identified. No formal complaints have been raised to date.

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

- 5.9 Staff recruitment, qualifications and suitability checks are good. All required checks are carried out appropriately in a timely manner. Checks on the identity of staff and their right to work in the UK are appropriately carried out before their appointment is confirmed.

#### **5.(e) Provision of information**

- 5.10 Provision of information is unsatisfactory. The college website provides a range of detailed information. Information naming the principal, and detailing the college's and the proprietor's address and telephone number are given. However, the vast majority of courses described are not on offer. Information about visas is inaccurate. Information on accommodation is provided, when it is not offered by the college. A majority of the policies identified are not suitable, including those making reference to students under the age of 18, who are not accepted by the college. As a result, information provided does not allow students to make informed choices about their courses.
- 5.11 The college was helpful in providing inspectors with information before and during the inspection in a timely fashion. The college plans to make available and distribute this report to its students.

## 6. ACTIONS AND RECOMMENDATIONS

### Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the college must:

- Put in place appropriate safeguarding arrangements that are regularly reviewed to keep all students safe. **[Key Standard 40]**
- Establish procedures so that the leadership of the college provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the college's stated purpose, or its aims and ethos. **[Key Standard 45]**
- Set up procedures to ensure an effective relationship between the principal/senior staff and the college's proprietor. **[Key Standard 46]**
- Devise adequate quality assurance mechanisms which lead to the improvement of the quality of educational experience or the maintenance of existing high standards. **[Key Standard 49]**

### Recommendations for further improvement

In addition to the above action points, the college should:

- Link observations to the appraisal process and ensure clear targets are set to support development.
- Provide appropriate training for staff to undertake their roles effectively.
- Review all policies to ensure their suitability.
- Develop the website so that it contains accurate and useful information to support students in making decisions about their studies.
- Provide access to careers advice or guidance to enable students to make informed decisions about future courses or careers.
- Introduce a programme of social activities for students to enhance their learning experience.

## 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. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Ms Nicole la Hausse de Lalouviere	Lead Inspector
Ms Ann O'Toole	Team Inspector