

Organisation name	INTO Manchester
Inspection date	14 –18 November 2022

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S5 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited INTO Manchester in November 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general and academic English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

INTO University Partnerships (INTO) has partnerships with a number of universities in the UK, USA, Australia and Asia. INTO Manchester works with the Northern Consortium United Kingdom (NCUK) to provide guaranteed conditional progression routes to a number of UK universities.

Since the last inspection there have been some changes to staffing, roles and job descriptions, and the academic director (AD) is relatively new in post.

The inspection, the first day of which was conducted remotely, took four days and a part day. Meetings were held with the centre director (CD), the AD, the programme manager (PM) and the assistant programme manager (APM) for English language programmes, the higher education and projects manager (and PM for international year one and masters preparation programme), the PM and two APMs for EAP foundation programmes, the HR manager, the head and assistant head of student services (HSS and AHSS), the student services officer, the student services welfare manager, the operations manager, the admissions and support manager, the assistant director for recruitment, the vice principal content marketing, and the learning centre manager. Two focus groups were held with students and two with teachers. All teachers timetabled during the inspection were observed. One inspector visited two residences.

Address of main site/head office

Bridgewater House, 58–60 Whitworth Street, Manchester M1 6LT

Description of sites visited/observed

The centre occupies self-contained premises in a large building used by a range of organisations. INTO has its own entrance and reception area on the ground floor; it can also be accessed through the main entrance and reception which serve other parts of the building.

The space occupied by INTO has been reconfigured since the last inspection, and is now distributed across four floors, all reached via central stairs or lift.

The main social area for students with water coolers, table football and relaxation space is on the first floor and there is a large learning resource centre on the second floor. There are additional computer rooms for individual and class use as well as staffrooms for each programme. Classrooms and office space are spread across all floors. There are dedicated areas for counselling and for information about higher education.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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

EAP programmes consist of International Foundation, International Year One (IYO) and Masters Preparation Programmes (MPP), all of which include EAP modules or components. Academic English (AE) programmes include general and academic English classes.

Management profile

The CD reports to the INTO Manchester management committee, which links to the wider INTO operation. Six senior managers report to the CD, including the HSS, the AD and the HR manager. Each of these managers heads

up their own team or teams. The PM (AE) and the HE and Projects manager (also PM for IYO and MPP) report to the AD. The EAP PM reports to the Foundation programme director, who in turn reports to the AD. Teachers are line managed by the relevant PM and/or APMs.

Accommodation profile

All students are offered self-catering residential accommodation in one of three residences. All three residences are within a fifteen-minute walk of INTO Manchester. Two of the residences offer standard or premium rooms, all of which are ensuite. The third residence offers the same as well as studio apartments. All three residences have a self-service laundrette, and a games room with pool table and TV. Two of the residences also have a gym, and one of these also provides a cinema/karaoke room. Previously, the centre has offered homestay accommodation through an agency registered with the British Council. This agreement is still in place but INTO are currently not offering this to students, preferring to focus on residential accommodation near the centre.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management, Staff management and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with an extremely comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Good guidance on the use of these resources is provided for staff and students. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a very good professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to a high standard to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students benefit from a high level of pastoral care from a dedicated team. Accommodation systems are generally well managed although inspection records were not seen. Students receive good levels of information on the local area and have access to a well-balanced leisure programme. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Appropriate policies are in place and the level of staff training is high. The system for following up on student absence is insufficiently prompt, but the accommodation of under 18s is well managed and supportive.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	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.	Strength
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.	Strength
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.	Strength

Comments

M1 The organisation's mission, goals and values are very clearly stated and widely disseminated. Input from staff was sought in formulating the information available, and there are frequent updates. There was a strong awareness among managers of these goals and their relevance to current contexts.

M2 There is clear evidence of a planning process which moves from strategy through to an accessible summary, against which progress can be monitored. This also informs appraisal systems.

M3 The organisation's management structure is complex, but appropriately clarified at all levels, including through the Manchester centre's organogram. Staffing levels are good, and there are robust arrangements for cover and continuity in all areas. Staff are supported by very good technology.

M4 Communications are very good, making use of both formal and informal channels and working effectively both within the centre and with the wider organisation. There are regular, well-attended meetings, and good use is made of technology to ensure wide dissemination of news and information across the organisation.

M5 Initial and end-of-course feedback is collected, and there are very good arrangements for securing additional feedback, including a student representative system, tutorials, and a suggestion box in the learning centre.

Feedback is shared and analysed within and across centres; action taken is recorded.

M6 Staff have a range of opportunities to give feedback, through appraisals, regular staff and management meetings, and staff engagement surveys. There was clear evidence of action taken in response to staff feedback, and teachers in the focus group commented positively on the responsiveness of the immediate management team.

M7 The organisation operates a comprehensive and regular quality review cycle incorporating staff and student feedback and review at course level as well as cross-company.

Staff management and development	Area of strength
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.	Strength
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.	Strength
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.	Met

Comments

M10 There are comprehensive HR procedures for each stage of the recruitment process, and the staff files sampled indicated consistent implementation. Managers are well supported in selection processes, and safer recruitment training is provided. The effectiveness of these procedures is also evidenced in the presence of well-qualified, balanced and experienced staff teams.

M11 There are thorough induction procedures for all staff. Induction takes place at organisation and centre level, as well as at team level, with paid time and an induction checklist.

M12 There is a robust and supportive appraisal process, elements of which have been appropriately adapted in response to the current context. The process seeks to identify areas for improvement as well as achievements, and links back into staff development. Very clear procedures are set out for staff, along with capability and disciplinary processes.

Student administration	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.	Strength
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.	Met

Comments

M14 Levels of customer service across the organisation are clearly high; this was confirmed by students in the focus group. Staffing levels and cover arrangements in Manchester are good and the team is well supported through comprehensive IT packages.

M15 INTO has a wide network of regional offices which provide comprehensive information to prospective students, as well as training agents to ensure consistency. Advice is therefore often available in students' first language. Pre-departure briefing webinars take place regularly, and regional offices are in direct contact with prospective students, as well as relevant staff in the centre. Students in the focus group spoke positively about the extent to which their needs were met.

M18 Records are well maintained, accessible and proactively updated. Those sampled were complete except for the detail about whether the emergency contact speaks English.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The INTO website is the main medium of publicity. Brochures are also produced.

M22 Publicity provides very clear descriptions and pictures of the main features of the provision; these are fully representative of the student experience.

M23 All information is clear and accessible, and translated into languages relevant to the organisation's main markets.

M24 Course descriptions are detailed and consistently presented. Progression routes are clear, and links are provided to other possible programmes.

M27 Accommodation options are clearly set out on a dedicated page of the website with photographs of actual accommodation.

Premises and resources

Premises and facilities	Area of strength
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.	Strength

P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
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.	Strength

Comments

P1 The premises are extremely well maintained and clean throughout, with consistent décor in keeping with the INTO brand. The centre is spread across four floors and, in addition to the main facilities, there are useful communal areas of varying sizes throughout for students to stop and sit, relax or study. Staff areas are spacious with access to good technology.

P2 All classrooms are spacious and free from extraneous noise, with flexible furniture and good natural light, heating and ventilation.

P3 The centre provides a very welcoming environment and there are plentiful options for relaxation and socialising. As well as the large student area on the first floor with a range of facilities and different seating configurations, there are various breakout areas throughout the centre, where students can relax and eat.

P4 There are drinking fountains on all floors and students are encouraged to use their water bottles. The canteen at the main entrance of the building is popular with students and serves hot drinks, meals and snacks, and the surrounding area has a very wide range of food and drink outlets.

P6 Staff areas are spacious with well-equipped workspace and access to comfortable seating and kitchen facilities. All staff benefit from good technology, including WiFi.

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.	Strength
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.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials, including in-house and digital resources, suitable for all course types taught.

P8 Teachers have access to a wealth of physical and digital materials and resources; all are organised and easily accessible. There are very good arrangements for computing and internet use, as well as printing and photocopying.

P9 There is a very good range of educational technology in all classrooms; it is well maintained and used regularly and confidently. Immediate technical support is available on site, and teaching staff have received extensive training in the use of technology to promote teaching and learning; this is reflected in classroom observation.

P10 The virtual learning environment (VLE) is an integral part of students' courses and is used regularly and effectively by teachers and students. The Learning Centre is well organised and presented, and provides a good selection of appropriate resources and technology.

P11 The Learning Centre provides a dedicated induction to users and advice and support is available from staff members and/or self-help leaflets and videos. The VLE also provides materials for additional study.

P12 Regular time is allocated to reviewing resources at programme level. Staff feedback is sought, and a budget is available for requests. In addition, the Learning Centre Manager has a budget with which to address his annual action plan aimed at developing services for students.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
Comments	
<p>T2 The majority of teaching staff are TEFLQ, and many hold additional, specialist or higher-level qualifications. There is evidence that this is typical of the staff profile throughout the year.</p> <p>T3 Course teams have a very good range of relevant and specialist expertise and experience.</p> <p>T4 All members of programme academic management teams are TEFLQ with extensive teaching and academic management experience.</p>	
Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
<p>T6 Academic English students are grouped by level. For EAP programmes, students are assessed and grouped using data from the centre's own software to help ensure the best targeting of content for each group. Timetables are all available to teachers and students on the VLE.</p> <p>T7 PMs and APMs are on site and have reduced teaching loads to enable them to provide cover. There is also a planned cover rota. Records of work support continuity of teaching.</p> <p>T9 Excellent day-to-day support is available. PMs and APMs are available to provide on-the-spot assistance if required, there is regular communication within programme teams, and all teaching documentation is easily accessible on the VLE, along with a range of online support and resource.</p>	
Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
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.	N/a
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	

T11 Courses are based on clear principles, which are communicated to students. Detailed guidance and supplementary resources are available for teachers. Materials are appropriately matched to course principles and schemes of work demonstrate a very clear fit to students' learning aims and needs.

T12 There is a formal, documented process of review, and a cycle of collection of feedback from students representatives, leading to discussion and action through regular committees. Course design was also adapted successfully to enable continuity of teaching during the pandemic.

T13 Course outlines are clear, available through module guides and handbooks, easily accessible, and cover all aspects of programmes.

T15 Support for independent learning is integral to all programmes and is a fundamental part of the preparation for university study provided by INTO.

T16 Programmes fully support students in the development of language skills outside the classroom and particularly in the wider context of UK university life.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 All students are grouped by level, normally determined by an IELTS score. EAP groups are further refined to ensure the best distribution of levels, and there are built-in level change procedures at the end of the first week.

T18 Progress against goals is rigorously monitored and tracked by PMs and APMs, and recorded online so that students can access it. Tutorials provide individual review and planning.

T19 Clear target setting is facilitated, and good support is available to help students meet their goals.

T21 Reports are detailed, based on clear evidence from assessments, and professionally presented.

T22 INTO's links and partnerships with universities ensure very good availability of information and advice, which is clearly indicated to students.

Classroom observation record

Number of teachers seen	33
Number of observations	33
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength

T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
Comments	
T23 Teachers demonstrated sound knowledge and awareness of language and provided clear and appropriate models. Many incorporated a focus on elements such as word class, register, and stress patterns, and complex language patterns were negotiated with clarity.	
T24 Plans included appropriate student profiles, and demonstrated good knowledge of individual and group needs, with planning for differentiation in some cases. Materials and tasks were highly relevant and clearly tailored to groups.	
T25 Learning outcomes were generally clear and shared with students. Staging was logical and appropriate support and scaffolding were provided.	
T26 A range of teaching techniques was in evidence, including eliciting, summarising, concept checking, prompting, and nominating. In stronger lesson segments, teachers used their repertoire skilfully to extend student participation.	
T27 Classrooms and the online environment were both well managed, and confident and skilful use was made of classroom technology and tools. In stronger lessons, grouping of students and activities involving movement were used to good effect.	
T28 Teachers employed a number of techniques to provide feedback and correction, sometimes directed at content rather than the language used. Some delayed error correction was seen, as well as encouragement of peer correction and reformulation. In stronger lessons, students were engaged in discussion and analysis of language.	
T29 Regular evaluation tasks were in evidence as well as questions about learning, homework-setting and the use of reflection moments for self-evaluation. Regular evaluation forms part of course design and was reflected in plans as well as delivery.	
T30 There were good levels of student engagement, especially where teachers facilitated learner participation, and many teachers created a purposeful, positive learning atmosphere.	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to unsatisfactory against the criteria, with the majority being good. Teachers showed good awareness of linguistic systems and provided well-staged plans which strongly reflected course, group and individual needs. Most teachers employed a good range of appropriate techniques with confidence, and resources were used skilfully and often creatively. Feedback techniques were appropriate. Classroom management was dealt with effectively by many teachers, resulting in a positive working atmosphere in classes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 The safety and security of students and staff are ensured by rigorous policies and procedures. The operations manager is responsible for all health and safety matters and all staff receive a termly operations update by email. Record keeping of safety checks and fire drills is excellent and there is a high ratio of trained fire marshals on the staff.

W3 Students receive a high level of pastoral care from a dedicated welfare team. This team is well known to the students and those spoken to were very happy with the support available. Detailed records of any welfare concerns are kept and closely monitored.

W4 Tolerance and respect are central to the centre's ethos and are made known to students at both enrolment and induction. These values are prominently displayed in all classrooms, and a number of 'Personal, Social, Health, Economic' (PSHE) lessons are held each term to further support this.

W7 Useful information on relevant aspects of life in the UK are made available to students through the enrolment and induction process. Further information is available for reference on the VLE, and this is also covered in the PSHE sessions.

Accommodation (W9–W22 as applicable)	Met
<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.	Not met
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.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

W10 The residences do not provide any cleaning of kitchens, bathrooms, or bedrooms, and this is made clear well in advance. This is acceptable for adult students, but the residence for under 18s operates the same system which is not acceptable for this age group.

W11 Although a member of the student services team inspects all accommodation prior to new agreements being signed, no records of these visits were seen.

W12 Accommodation confirmation documents are clear, detailed, and also provide useful information on the local area.

W13 Students can raise any issues they may have with their accommodation via the residences' own app and also on the centre's VLE. Students spoken to confirmed that the both the centre and the residence are quick to respond to any problems they may have.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

There are no students staying in homestay accommodation at present and this looks likely to continue for the remainder of this academic year.

<i>Accommodation: other</i>	
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.	N/a

Comments

None.

Leisure opportunities	Area of strength
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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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W23 Detailed information on social, cultural, and sporting opportunities is provided with accommodation confirmations, and a 'Social Weekend Newsletter' is shared on the VLE with weekly updates on events in the area. There are also a number of leaflet stands around the building with tourist and visitor information.

W24 The centre provides a well-balanced programme of events which are well attended by students. Managed by the student services team, the opportunity to link activities with welfare oversight is well exploited.

W27 Staff leading activities are provided with good support from the centre and have a wealth of appropriate experience in similar roles.

Safeguarding under 18s

Safeguarding under 18s	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.	Met
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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.	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.	Met

Comments

There were 132 students aged 16 to 17 at the time of the inspection. This is a slight increase on previous years.

S2 The training profile within the centre is good with four staff members trained to specialist level, including the two safeguarding leads. As well as regular training for all staff, useful updates are available on the VLE. There are codes of conduct in place for both staff and students.

S5 Although there are many effective supervision procedures in place during scheduled activities, follow up on student absences does not happen until approximately three hours after lessons start.

S6 Agreements with parents for overnight stays did not entitle the provider to refuse permission based on any perceived dangers to the student. This agreement was amended during the inspection and is no longer a point to be addressed.

S7 All under 18s are accommodated in the same residence. Although it is made clear to students and parents that they will be living in an adult environment, a member of the INTO student services team is there every evening to ensure students observe the curfew. This staff member is on site for a number of hours and takes the opportunity to check on the welfare of these students during sign in.

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	2001 as City College Manchester, 2009 as INTO Manchester
Last full inspection	23–27 October 2017
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	Subject-specific modules within the academic programmes.
Other related accredited schools/centres/affiliates	INTO Queen's University Belfast
Other related non-accredited schools/centres/affiliates	INTO University Partnerships (INTO) has partnerships with a number of universities in the UK, US, Australia and Asia.

Private sector

Date of foundation	March 2008
Ownership	Name of company: INTO Manchester Ltd Company number: 06438137
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: April (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	83	72
Full-time ELT (15+ hours per week) aged 16–17 years	9	1
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	808	1,109
Part-time ELT aged 16–17 years	123	97
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	1,023	1,279
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–26	16– 26
Adult programmes: typical length of stay	3–9 months	3–9 months
Adult programmes: predominant nationalities	Chinese, Saudi Arabian, Kuwaiti	Chinese, Saudi Arabian, Kuwaiti

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	33	38
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	30	
Number of academic managers for eligible ELT courses	7	7
Number of management (non-academic) and administrative staff working on eligible ELT courses	38	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	7
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	7
Comments	
No academic managers were timetabled to teach during the inspection, although they do have annual teaching workloads.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	32
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	33
Comments	

The teacher with a TEFLI qualification does not teach on EAP programmes.

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	N/a	N/a
Private home	0	0
Home tuition	0	0
Residential	413	112
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	453	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	25	20
Staying in privately rented rooms/flats	0	0

Overall totals adults/under 18s	891	132
Overall total adults + under 18s	1,023	