



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

INTO NEWCASTLE UNIVERSITY

(Company Registration Number - OC325583)

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Age Range	16+										
Total number of students	735										
Numbers by age and type of study	<table> <tr> <td>16 – 18:</td> <td>51</td> </tr> <tr> <td>18+:</td> <td>684</td> </tr> <tr> <td>EFL only:</td> <td>176</td> </tr> <tr> <td>FE only:</td> <td>393</td> </tr> <tr> <td>EFL and FE:</td> <td>166</td> </tr> </table>	16 – 18:	51	18+:	684	EFL only:	176	FE only:	393	EFL and FE:	166
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EFL and FE:	166										
Inspection dates	27-29 November 2018										

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 Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO Newcastle University is a private educational institution, located in the centre of Newcastle upon Tyne, Tyne and Wear. Founded in 2007, it moved to its new-build facilities in September 2012. The institution is a joint venture partnership between Newcastle University and INTO University Partnerships. It is managed by the centre director, who is supported by a small management team who have oversight for specific functions in the institution. A joint venture management committee (JVMC), comprising equal members of INTO Newcastle University and Newcastle University, oversees the institution's work. The mission of the institution is to work collaboratively to enable all students to achieve academic success and progress to Newcastle University or their chosen destination. They aim to achieve this through inspirational, student-centred teaching and academic counseling complemented by high levels of pastoral care and safeguarding.
- 1.2 The institution offers a range of courses aimed at helping international students progress to undergraduate and postgraduate degrees in the UK. The centre also offers English for Academic Purposes (EAP).
- 1.3 At the time of the inspection there were 735 students, the majority of which are over 18 years. There are equal numbers of male and females students, who come from a wide range of countries. English is an additional language (EAL) for all of the students. At the time of the visit there were three students identified with language and learning difficulties or disabilities.
- 1.4 When an individual applies to join a course, the institution checks their suitability through the use of a pre-course application form. The institution provides accommodation, with the majority of students being residential.

2. SUMMARY OF FINDINGS

- 2.1 **The centre exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The centre has clear educational aims and objectives and offers a wide range of very high quality courses that fully meets the needs of the students and provides clear progression routes into higher education. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment prior to and on arrival is excellent and accurately places students on the most appropriate course in accordance with their abilities and future aspirations. Students are supported by excellent teaching and a well-planned curriculum. Teachers have comprehensive subject knowledge and use highly effective teaching methods to motivate and keep the students' interest. As a result, students make high levels of progress across the range of courses. Feedback on students' work is thorough and clearly identifies suggestions for improvement. Regular tests are used to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' needs. Overall, students' progress, achievement and attendance are high. However, the application of the Centre's lateness to class policy is not consistent. As a result, not all students who arrive late to class are challenged effectively.
- 2.3 Arrangements for the health, safety and welfare of students are excellent. Health and safety is very well managed, with highly effective monitoring and oversight ensuring that any issues are quickly addressed. The centre's buildings are well maintained and provide high quality accommodation that effectively supports learning. Comprehensive health and safety policies and procedures are in place and implemented effectively to ensure a safe and secure learning environment for students and staff. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Student registration and attendance records are excellent. They are accurate, very well managed and are highly effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are highly secure. The centre's pastoral structure provides excellent support and guidance for the students in accordance with its aims. Relationships between staff and students are excellent. Comprehensive arrangements are in place for the safeguarding of students under the age of 18; these reflect official guidance. Students report that they are happy, safe and very well supported. Residential accommodation is of a very high standard, secure and well maintained.
- 2.4 The effectiveness of governance, leadership and management is excellent. The JVMC is highly effective in ensuring that high levels of education, welfare, health and safety are maintained. Comprehensive oversight is combined with realistic financial support so that centre's development is enabled by an appropriate allocation of resources. Leadership and management are excellent. A clear vision for the centre is shared by senior leaders and staff, who work very well together for the good of the

students. A clear management structure, with well-defined roles and responsibilities, ensures that the centre is well run, meets all its legal obligations and quality assurance is prioritised. A comprehensive process of self-assessment and evaluation effectively informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the centre. Systems to ensure consistent assessment and the monitoring of student progress are excellent. The centre successfully attracts highly qualified and experienced administrators, teachers and managers. Procedures for the recruitment of staff are excellent, in accordance with legal requirements, with all appropriate checks undertaken.

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

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

- 3.1 The assessment of students prior to and on arrival is excellent. Entry criteria are detailed and used very effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, students undergo a very thorough and comprehensive assessment programme to ensure they have the appropriate level of ability for their selected course. As a result, course placement is highly accurate and students are very satisfied with their placements.
- 3.2 Regular tests and tutorials clearly identify any issues that students may have with the demands of their chosen courses. Excellent use is made of this information by teachers to guide their planning and provide any necessary support or guidance.
- 3.1 High quality information, advice and guidance are made available to students through the centre's website. The website is detailed, professional and includes accurate information about the centre, accommodation and curriculum on offer. Students confirm that they are highly satisfied with the pre-enrolment advice they receive.

3.(b) Suitability of course provision and curriculum

- 3.2 The suitability of course provision and curriculum is excellent. Students are well educated in accordance the centre's aims and their objectives. The curriculum is broad, carefully planned and meets the different needs and aspirations of students. The range of courses and levels available provide students with excellent progression opportunities into higher education. As a result, retention on all courses is high, with almost all students completing their programme of study successfully.
- 3.3 Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Courses match those listed on the website and in other marketing materials.

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

- 3.4 The quality of teaching and its impact on learning is excellent. Teaching is excellent. Comprehensive planning, and an extensive understanding of the needs of their students, allow teachers to successfully adapt lessons to meet individual learning needs and effectively challenge students. Teachers use a wide range of effective learning activities and resources which engage and motivate students. As a result, students make high levels of progress in relation to their ability and starting points.
- 3.5 Teachers are very well qualified, highly experienced and have an excellent understanding and knowledge of their subject. Relationships at all levels are extremely productive, with teachers and students working collaboratively to enhance learning and progress. Lessons are well paced and provide excellent opportunities

for students to participate. Teachers ask searching questions that prompt students to think and respond successfully. Students work very well in groups, showing excellent co-operative learning.

- 3.6 Teachers readily offer individual help and support to ensure high levels of subject skills, knowledge and understanding are developed. Lessons address the needs of students through tasks designed to meet their varying abilities. The high expectations of teachers ensure that all students are consistently challenged and well supported to meet their learning goals. The use of technology to enhance learning in the classroom is highly developed and is used well to stimulate students to explore ideas and further develop their understanding of the subject.
- 3.7 Assessment is regular and thorough; it accurately identifies strengths and weaknesses in the students' progress and highlights areas for improvement. Feedback to students is positive, encouraging and accurate. It clearly identifies areas for improvement. Students are encouraged to continue their learning outside of lessons, with regular setting of homework. As a result, students effectively develop their confidence and independence.
- 3.8 Arrangements for tracking students' progress are excellent. The progress of each student is very carefully tracked, allowing managers and teachers to monitor their progress effectively. Tutorials are held regularly and effectively support students to review their progress.

3.(d) Attainment and progress

- 3.9 Progress and attainment are excellent. Students receive an excellent education which reflects the aims of the centre. They quickly master and build confidence in their subjects, demonstrating excellent levels of knowledge and understanding. The evidence from lesson observation and scrutiny of work shows that the overall standards being reached are excellent, and that outcomes are high in relation to the students' starting points. Most students successfully progress onto higher education courses at their chosen UK University. Students report that they are very pleased with their progress.
- 3.10 Attendance levels are high. However, the application of the centre's lateness policy is not consistent. As a result, not all students who arrive late are effectively challenged.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Arrangements for the health, safety and security of the premises are excellent. A wide range of very detailed policies and procedures ensure that the health and safety of students and staff are effectively ensured, and the premises secure. The centre's buildings are fit-for-purpose and very well maintained. They provide a well-resourced learning environment which enhances the students' education. Classrooms are spacious, light and well furnished. All electrical equipment is tested regularly as required. Toilet facilities are adequate in number and very well maintained. Security arrangements are excellent. As a result, students report that they feel safe, secure and comfortable.
- 4.2 All necessary measures are taken to reduce risk from fire and other hazards. These conform to requirements. A comprehensive health and safety policy is in place with clearly allocated responsibilities. Up-to-date general and fire risk assessments are carried out with clear follow-up actions. These are regularly reviewed. Detailed individual risk assessments are carried out for organised off-site activities. An appropriate number of trained fire marshals and first aiders are in place as well as first aid kits and accident books. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. Staff and students are aware of their responsibilities and have received appropriate health and safety training.
- 4.3 Proper provision is made for students who are ill or injured. An appropriate disability policy is in place which provides for reasonable adjustments to be made where possible. The centre is fully accessible by wheelchair users or students with mobility difficulties.

4.(b) Student registration and attendance records

- 4.4 Arrangements for student registration and the recording of attendance are excellent. Comprehensive admission procedures are in place and properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.5 Daily attendance is accurately recorded and closely monitored, with unexpected absences followed up effectively. Relevant staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for Tier 4 visa students and adhere to them rigorously. Accurate records of all these matters are recorded on the centre's database and in students' individual files.
- 4.6 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.7 Pastoral support for students is excellent. Highly effective support and guidance is provided by staff in accordance with the students' needs. High levels of personal support and a comprehensive induction, system of progress reviews and attendance reports ensure that students' personal and academic development is reviewed regularly. Consequently, students report that they know who to go to if they have a personal problem and feel confident to approach members of staff for help.
- 4.8 Relationships between staff and students and amongst the students themselves are excellent, with a strong culture of mutual respect, integration and tolerance. A wide range of policies and procedures reinforce this culture and the expectations of behaviour and conduct. The centre has clear anti-bullying and harassment policies and procedures, and students report no instances of such behaviour. Replies to the pre-inspection questionnaire, and meetings with students, show that they feel that the centre is providing them with a very safe and comfortable environment which is highly effective in meeting their learning needs. As a result, they would recommend the centre to others.
- 4.9 Comprehensive careers advice ensures that students are very well prepared for further study choices and life beyond the centre. Students value and regularly participate in a wide range of high quality enrichment and social activities which effectively enhances their learning.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding arrangements for students under the age of 18 are excellent. The arrangements follow the current national statutory guidance for the safe recruitment of staff and maintenance of associated records. A detailed and appropriate safeguarding policy is in place and effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding. An appropriately trained child protection officer is in place and guidance on e-safety and measures to prevent extremism and radicalisation are well considered and addressed.

4.(e) Residential accommodation

- 4.11 The quality of residential accommodation is excellent. Residential premises are secure and very well maintained and managed. Comprehensive health and safety measures effectively reduce the risk of fire and other hazards. Facilities are of a very high standard and contribute well to the education and personal development of the students. Detailed risk assessments are carried out, and students are regularly asked for feedback. Appropriate evening activities are arranged by the centre, which enhances the students' time within the UK. The premises are properly registered in accordance with national requirements and students report high levels of satisfaction with their accommodation.

- 4.12 Arrangements for homestay accommodation are excellent. Accommodation is very well managed and is of a high standard. Care and attention are given to ensure the best possible experience for students. As a result, students are effectively matched to homestay families according to their needs and requirements. Students report that they are very satisfied with their host families and the standard of their accommodation.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are excellent. The JVMC provides highly effective oversight, with a clear emphasis on supporting students and developing and maintaining very high academic standards. It effectively monitors performance and provides excellent support to staff. The educational direction of the centre is clear and fully understood by staff. The centre meets its obligations with regard to safeguarding, health and safety and fire safety, including all statutory duties in respect of students under the age of 18. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students. Relationships between the JVMC and the senior leadership team are excellent.
- 5.2 Financial management is excellent. Detailed financial planning, and appropriate investment in staff, accommodation and resources, effectively contribute to the success of the centre and its provision. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

5.(b) Management structures and responsibilities

- 5.3 Management structures and responsibilities are excellent. The quality of leadership and management is excellent. Self-evaluation is rigorous and provides an accurate account of the centre's key strengths and areas for development. The leaders are highly successful in sharing the organisational vision and development plans with staff. As a result appropriate action is taken with regard to course development, maintenance of the centre's premises and student welfare. A culture of caring for students is successfully embedded throughout the whole organisation and this ensures that all decisions and actions consider student experience and meet students' needs.
- 5.4 A clear management structure promotes effective systems to initiate and implement policies to meet the centre's needs, and to monitor their operation. The structure operates very smoothly and successfully, because it provides clearly defined roles and responsibilities and excellent lines of communication. Relationships between the senior leadership team and the teaching staff are excellent. Replies to the pre-inspection questionnaire and meetings with staff show that managers are very supportive of the centre.
- 5.5 The centre is highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review is in place and is used to ensure staff are well qualified for the work they do, and appropriately supported by the management team. An excellent programme of staff development is in place to ensure that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.6 Quality assurance including student feedback is excellent. Managers successfully identify priorities for improvement. Self-evaluation is well developed, resulting in a clear and realistic analysis of strengths and areas for development, and targets for action or further research. Student feedback is regularly and systematically collected through questionnaires and discussions with students. This feedback is effectively analysed, shared with staff and managers and used regularly to inform teacher development, academic action planning and the identification of centre priorities. End-of-course questionnaires are thoroughly analysed and changes are implemented if appropriate. Student performance data is available and summarised to ensure key issues are highlighted for leaders and managers.
- 5.7 The complaints procedure is clear and appropriate. Complaints are handled and reported on effectively which has a direct impact on quality assurance and improvement planning.

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

- 5.8 Staff recruitment, qualifications and suitability checks are excellent. Very well-qualified and experienced staff are secured through a detailed staff recruitment policy. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate references and qualifications is excellent, with due regard to statutory requirements concerning the identity of staff. A comprehensive central record is maintained and monitored by senior staff.

5.(e) Provision of information

- 5.9 Provision of information is excellent. The website is clear and user-friendly. Prospective students are able to access accurate and highly relevant information to inform their study choices.
- 5.10 The centre was very responsive in providing information for the inspection in a timely manner.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Ensure consistent application of the lateness policy by all teachers.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and attended registration sessions. Inspectors visited residential accommodation. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the centre.

Inspectors

Dr Nigel Chambers	Lead Inspector
Mrs Lesley Davis	Team Inspector
Mr Saul Hyman	Team Inspector
Mr Peter Hymans	Team Inspector