

Organisation name	INTO Queens University Belfast
Inspection date	9–11 May 2018

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited INTO Queens University Belfast in May 2018. 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language teaching organisation offers courses in academic English for adults (16+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, course design, learner management, teaching, care of students, and safeguarding under 18s.

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

## Introduction

INTO Queens University Belfast operates as a joint venture between Queens University (QUB) and INTO University Partnerships (IUP). There are currently 11 INTO centres in the UK, three of which are accredited. All are supported by central services provided from the INTO headquarters in Brighton.

Until this year, courses have been quality assured and validated through QUB's Quality Assurance Agency for Higher Education (QAA) review processes. However, in line with current UK Home Office guidance, INTO QUB is currently working, with support from the university, to establish independent oversight of academic standards and quality in the centre.

The centre director has been in post for two years, and a number of other staff are relatively newly recruited, some from previous posts within Queen's university. The academic director has been with the centre for five years and many of the teaching team for longer still.

The inspection lasted three days and involved two inspectors. It included meetings with the centre director, the academic director, the head of student services, the human resources (HR) advisor, three programme managers, the senior international officer, the academic support manager, the student admissions and administration manager, the Chinese language and student support co-ordinator, the academic English co-ordinator, the marketing and communications co-ordinator, the subject librarian and the manager of borrower services, QUB, and the assistant security manager, QUB. Focus group meetings were held with teachers and students. One inspector visited residential accommodation. All teachers timetabled during the inspection were observed.

## Address of main site/head office

2–8 Lennoxvale, Belfast BT9 5BY

## Description of sites visited

The INTO centre is situated on the southern edge of the QUB campus. It occupies two double-fronted 19th century listed buildings which have been linked by a low-level new build containing the café and breakout and seating areas. Teachers' staffrooms, the centre director's office and a large lecture room are located on the ground floor of the West building, while the East building houses the main reception desk, the student services office, the head of student services' office, the student recruitment office and the learning resource centre (LRC). There are classrooms on the ground and first floor of both buildings. Other offices are distributed throughout the buildings, and there is a computer room on the first floor of West building.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input 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

Academic English (year-round) and pre-sessional programmes (four to ten weeks in summer) are both full-time EAP courses. In addition, the centre offers International Foundation, International Year One and Graduate Diploma programmes, all of which include an English language component. In-sessional support is also provided to students enrolled on university programmes. 16–17 year-olds are enrolled on adult courses.

## Accommodation profile

The majority of students live in Elm's Village, QUB residential accommodation, located a ten-minute walk away from the school premises. Facilities onsite include a cafeteria, a shop, a laundrette, study and relaxation facilities. Most

INTO students, including all under-18s, are accommodated in single, en-suite single bedrooms in 11-bedroom flats, each with a communal kitchen. Self-contained flats with a kitchen, sitting room and bathroom for two to four students are an alternative option that some students choose. There is also an option for adult students to request a room segregated by gender, and there are also no-alcohol and quiet zones. Reception is open 24 hours, there are live-in residential assistants and residential life co-ordinators, and there is an overnight security presence. The two types of accommodation described and the central building were seen during the inspection.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the organisation operates 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 Student administration* 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 a comfortable and professional environment for work and relaxation. A good range of appropriate learning resources is available, as well as support in their use 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 professional profile 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 met the requirements of the Scheme. *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. The needs of the students for security, pastoral care and information are very well met, and a wide range of leisure activities is available in the school and in the university. Students benefit from well-managed student services, including suitable accommodation. *Care of students* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. A well-framed safeguarding policy, extensive training and rigorous procedures ensure that there is appropriate provision for the safeguarding of students under the age of 18, both within the organisation and within the university and its accommodation. *Safeguarding under 18s* is an area of strength.

## 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.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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 Goals and values are clearly stated and disseminated. Managers made frequent reference to key values and clearly linked them to areas of discussion during the inspection.

M3 There is a clear and well documented structure which is made clear to staff and students and reinforced through photographs of all staff in student handbooks and on display around the centre.

M4 Effective use is made of both formal and informal channels of communication, including a range of regular minuted meetings and the use of emails, bulletins and newsletters, as well as day-to-day informal meetings and contact. The wider INTO organisation provides opportunities for staff with similar roles to communicate between schools.

M5 Student feedback is collected through surveys at the beginning and end of each course. Information is recorded, analysed and circulated to relevant staff for planning and action to improve services. Any individual issues that may not be captured by surveys can be picked up in tutorials and through student representatives, who receive guidance and support in carrying out their role and who attend regular committee meetings with staff.

M6 There is a range of both formal feedback mechanisms for staff, and there has been a relatively recent organisation-wide response to staff feedback to an employee engagement survey. Exit interviews are held and the results collated and summarized for planning and action.

M7 The centre is part of a comprehensive and regular quality review cycle incorporating multiple sources of reference and driven by QUB processes on the one hand, and INTO corporate systems on the other.

**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.

Strength

**Comments**

M10 There are comprehensive human resources procedures for each stage of the recruitment process, including a full and thorough interviewing process, and key staff receive training in recruitment.

M11 A thorough induction is provided for all staff, and there is a comprehensive induction checklist.

M12 There is a robust and supportive appraisal procedure which is very clearly documented and communicated and which sets targets and seeks to identify achievements as well as areas for improvement. It is clearly linked to continuing professional development (CPD) processes and to observation in the case of teaching staff.

M13 There is a well-established and funded CPD programme, which offers a wide range of opportunities for staff, as well as providing structured development where the need for it is identified through appraisal or observation.

Financial support is available to upgrade qualifications, and good records are kept of all CPD undertaken.

**Student administration****Area of strength**

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.

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,

Strength

receive information in writing about how to make a complaint.

#### Comments

M14 The student services team receives good feedback from students, and customer service is supported through comprehensive IT systems, with good access for the relevant staff members.

M15 Advice on course choices is mainly provided through head office, who provide comprehensive pre-course information and communication. INTO QUB also has a Chinese language and student support co-ordinator as part of the student services team, as well as a placement and progression team, so that students have access to advice during their course through these channels as well as through their tutorials.

M21 The complaints procedure is covered at induction and available for reference in student handbooks, which provide a helpful visual representation of the process. All complaints are logged and followed up.

#### Publicity

Met

M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.

Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.

Met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Met

M25 Publicity includes clear, accurate and easy-to-find information on costs.

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.

Met

M28 Descriptions of staff qualifications are accurate.

Met

M29 Claims to accreditation are in line with Scheme requirements.

Met

#### Comments

Publicity consists of a website, a pathways brochure and a pre-sessional leaflet. All criteria in this area are fully met.

### 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.

Strength

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 centre provides an attractive environment for staff and students alike, and the original building has been adapted carefully for its current use. There is ample space for students outside class time, including a small outdoor seating area, and staff have access to spacious offices and workrooms.

P2 All classrooms in the centre are comfortable and quiet with good natural light, appropriate heating and ventilation, and flexible furniture.

P3 The entrance to the centre provides a welcoming area that acts as a hub for the centre with a café and comfortable seating areas as well as areas for eating.

P4 There is a water fountain. The café clearly caters to student preferences and prices are reasonable. The immediate area has limited but popular provision for food and drink, and students can eat food purchased outside in the café areas.

P5 Signage is clear and consistent throughout the centre, including at the entrance. There is a range of visually attractive, informative and up-to-date displays throughout the centre, including a digital screen in the café area.

P6 There is very good provision for staff both working and relaxing. Offices are spacious and teachers benefit from a large and well-equipped staffroom close to resources and a range of shared offices.

<b>Learning resources</b>	<b>Area of strength</b>
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.	Met

### **Comments**

P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials, including digital and photocopiable materials suitable for the programmes taught, and a range of further resources on which staff can draw.

P8 There is a wide range of materials available to teachers, including a well-maintained bank of in-house materials. Regular exchange of materials is encouraged through a shared drive. Digital learning materials are also available.

P9 All classrooms are equipped with interactive whiteboards or data projectors and educational technology in classrooms is well maintained and confidently. The teaching team have good access to computers and copying and printing facilities. There is a dedicated computer room which is available for private study outside class times and can be booked out for class use, and the LRC provides students with easy access to computers. There is Wi-Fi throughout the centre and a dedicated member of staff is available to provide technical support.

P10 The university VLE is used regularly and effectively by teachers and students, and there are additional materials for independent study on INTO's own learning platform. The LRC has a good selection of appropriate resources and information. In addition, all students have full access to the university library, which provides long opening hours and a wide range of differently configured private and social learning spaces.

P11 The IT support co-ordinator has his desk in the LRC and is available to support students. The library provides a wealth of information, induction and support, including online workshops for library use.

## **Teaching and learning**

<b>Academic staff profile</b>	<b>Met</b>
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.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### **Comments**

T2 The well-qualified profile is maintained at peak times.

<b>Academic management</b>	<b>Met</b>
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers'	Met

performance by a TEFLQ academic manager.	
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**Comments**

All criteria in this area are fully met.

<b>Course design and implementation</b>	<b>Area of strength</b>
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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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 There is a clear statement of principles for all programmes, communicated to teachers and students, and materials are clearly provided and/or developed with these principles in mind.  
T15 Explicit attention is paid to study and learning strategies on all programmes and forms part of schemes of work. Students also receive additional support in this area through tutorials.  
T16 The immediate university environment is systematically integrated into courses and students experience British university life as a core feature of their programme.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	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.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

**Comments**

T18 Progress is reliably linked to the Common European Framework of Reference levels in the case of academic English courses, and to specific assessment criteria on pathway and pre-sessional programmes. Tutorials provide individual review of progress.  
T19 Tutorials facilitate clear target setting, and learning support is available to all students to help them achieve their targets.  
T22 The INTO progression and placement officer works in conjunction with the university's progression officer to provide dedicated support and advice.

**Classroom observation record**

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All

**Comments**

One teacher was absent during the week of the inspection.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
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.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T24 Exceptionally clear plans were provided by all teachers; they included detailed class profiles showing in-depth awareness of individuals' strengths and needs and sensitivity to learners' pace of learning. Relevant additional activities had often been planned for early finishers.

T25 Learning outcomes were clear, shared and discussed with students and often reviewed or referred back to. Lessons were logically sequenced, with clear movement from familiar to unfamiliar, and potential difficulties were identified and pre-empted. Plans explicitly linked student profiles with lesson content.

T26 A range of appropriate teaching techniques was observed, including elicitation, nomination and monitoring. There was relatively little focus on pronunciation, despite some evident difficulties in this area amongst students, and in a number of cases, meaning was largely dealt with through definition. In stronger lessons, language in context and checking techniques were effectively used.

T27 Teachers made confident use of technology and effective use of whiteboards. Materials used were clear, professional and extremely well presented.

T30 Most teachers demonstrated a strong awareness of learners and skilfully balanced contributions from different students. They gave clear and effective instructions, maintained good pace, ensured a good variety of patterns of interaction and made good use of nomination. Students were almost always very engaged and involved.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good, with the majority being good or better. Lessons were carefully and expertly planned to meet the aims of the course and the needs of the students and included good sequencing of activities and the use of relevant, well-presented materials. A variety of teaching techniques, competent use of technology and good knowledge of individual students' as well as group needs ensured an engaging learning experience for students.

### 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.	Met
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.	Strength
<b>Comments</b>	
W1 There are sound, comprehensive policies and procedures in place to ensure the safety and security of students in the teaching premises, the residences and throughout the university. Risks are assessed and regularly reviewed. A team of security staff are on duty 24/7 and can respond within minutes to any emergency calls. A significant number of staff in the school are trained fire marshals.	
W3 A team of student services staff in the school provide different aspects of pastoral care. Students can also be referred to additional services provided at the university such as counselling and mental well-being. The academic tutorials have a pastoral element. The under-18s are contacted on a weekly basis by student services staff and called for regular meetings; they are also seen by residential assistants at the daily evening signing-in.	
W7 Students receive very helpful information before they arrive and have a full week of induction. Presentations with slides cover all the essential and helpful items. They are also introduced to the local community police, who are on hand to advise the students on matters of personal safety. The student handbook is clearly indexed and well-presented in accessible language.	
W8 Students are registered at the university health centre on arrival and are informed of and advised about all the various services offered there. Seven members of staff in the school, and all security staff have first aid training. Under-18s are always accompanied by a member of staff if they need hospital treatment.	

<b>Accommodation</b> (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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
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.	Met

<b>Comments</b>	
W13 Students are given a brief questionnaire soon after their arrival, but this does not contain a question about accommodation. A further, more extensive online survey is conducted several weeks into their stay, which does contain questions about accommodation, but the survey is anonymous and the results take some time to analyse.	

<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

<b>Comments</b>	
N/a. The organisation does not offer homestay accommodation.	

<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**

The applicable criterion in this section is fully met.

**Leisure opportunities**

	Met
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.	Met
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.	Met

**Comments**

W23 Students receive free membership to, and make good use of, the university sports' and gym centres and facilities. Twice a year the university clubs and societies hold a mini-fair in the school and students are encouraged to join up. INTO students have further opportunities to join university students at the social events, or by joining excursions, which are regularly organised by the residential assistants.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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 21 students aged under 18 at the time of the inspection. At peak the number of under 18s remains similar. At the start of the academic year the number is slightly higher and decreases as students become 18.

S1 The school has taken expert advice on the particular issues faced by their under-18s and in the framing of the safeguarding policy. The policy is implemented through and supported by other relevant policies and practical documents such as codes of conduct for staff and students and incident reporting forms. The policy is reviewed annually.

S2 Both the designated safeguarding lead and the two further designated safeguarding staff are trained to specialist level. The three programme managers and eight other designated senior staff have advanced level training and all staff have undergone basic awareness training with an external specialist. The safeguarding lead and safeguarding staff undergo refresher training at least every two years.

S6 There are extremely strict rules in place, to which both parents and students sign their agreement. Students must sign into their residence between 21.00 and 22.00 every night, and must arrive within 10 minutes of the start of every class. Students are only allowed to stay away overnight if accompanied by or visiting a family member and with the permission of the parent and the agreement of the school. There are clear procedures for staff to follow in case a student is missing or if the rules are broken.

**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	March 2010
Last full inspection	March 2014
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 teaching on academic pathway programmes
Other related accredited schools/centres/affiliates	INTO Manchester; INTO Glasgow Caledonian University; INTO Gloucestershire
Other related non-accredited schools/centres/affiliates	Eight other INTO UK centres; INTO outside UK

**Private sector**

Date of foundation	2009
Ownership	Name of company: INTO Queen's LLP Company number: NC000503/NILLP503
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	David Keir Building; Ashby Building - Queen's University Several rooms used during peak teaching periods as overflow classrooms

**Student profile**

	At inspection	In peak week: August (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	255	461
Full-time ELT (15+ hours per week) aged 16–17 years	21	24
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>276</b>	<b>485</b>
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	16–25	18–30
Adult programmes: typical length of stay	9 months	10 weeks
Adult programmes: predominant nationalities	Chinese, Malaysian, Singaporean	Chinese, Malaysian, Singaporean

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	16	27
Number teaching ELT 20 hours and over a week	15	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	3	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
<b>Comments</b>	
The three programme managers also teach, and were timetabled for two, three and four hours during the week of the inspection	

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
Professional qualifications	Number of teachers
TEFLQ qualification	16
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	16
<b>Comments</b>	
None.	

#### **Accommodation profile**

<b>Number of students in each at the time of inspection (all students on eligible courses)</b>		
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	176	19
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2

Staying in privately rented rooms/flats	79	0
Overall totals adults/under 18s	255	21
Overall total adults + under 18s	276	