

Organisation name	INTO Manchester
Inspection date	23–27 October 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and C6 and C7 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited INTO Manchester in October 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general and academic English for adults (16+).

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of staff management, student administration, quality assurance, learning resources, course design, learner management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2001 as City College Manchester, 2009 as INTO Manchester
Last full inspection	November 2013
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 University Partnerships (INTO) has partnerships with a number of universities in the UK, the US and Asia.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	March 2008
Ownership Please delete name of company and/or company number if not relevant. If deleted, state type of ownership arrangement.	Name of company: INTO Manchester Company number: 06438137
Other accreditation/inspection Please list only accreditations from the drop down	QAA

Premises profile

Address of main site	Bridgewater House, 58-60 Whitworth Street, Manchester M1 6LT
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited For inspectors' use only:	<p>The centre occupies self-contained premises on four floors in Bridgewater House in Manchester. The centre has its own entrance and reception area but can also be accessed through the main entrance and reception area which serve other parts of the building.</p> <p>The four floors are served by a central stairwell and lifts. The main social area for students with vending machines 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.</p> <p>Bridgewater House is centrally located between two of Manchester's main railway stations in an area with various amenities including shops, bars and restaurants.</p>

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	171	224
Full-time ELT (15+ hours per week) aged 16–17 years	13	13
Full-time ELT (15+ hours per week) aged under 16	0	0

Part-time ELT aged 18 years and over	499	714
Part-time ELT aged 16–17 years	109	100
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	792	1051
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age (include closed groups.)	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–23	17– 26
Adult programmes: typical length of stay	3–9 months	3–6 months
Adult programmes: predominant nationalities	Chinese, Kuwaiti and Saudi	Chinese, Kuwaiti and Saudi
Number on PBS Tier 4 General student visas	698	842
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	71	173

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	32	45
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	5	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	40	
Total number of support staff (e.g. catering, maintenance, drivers directly supporting the ELT operation.)	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	5
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	5
Comments	

All academic managers have a teaching commitment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	28
TEFLI qualification	3
Holding specialist qualifications only (specify)	0

YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	32

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

International Foundation, International Year One and Pre-Master's programmes all include EAP modules or components appropriate to the level and needs of students. The centre also offers general English and Academic English classes for students whose English language level does not meet the requirements of the academic programmes.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	15	0
Private home	0	0
Home tuition	0	0
Residential	373	82
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	37
Staying in privately rented rooms/flats	282	3
Overall totals adults/under 18s	670	122
Overall total adults + under 18s	792	

Introduction

INTO Manchester began in 2008 as a joint venture between INTO University Partnerships (IUP) and the international office of Manchester College which had itself been formed in a merger of City College Manchester and Manchester College of Arts and Technology. INTO Manchester, now wholly owned by IUP, has partnerships with the University of Manchester and Manchester Metropolitan University with guaranteed conditional progression routes. It also has an agreement with the Northern Consortium United Kingdom (NCUK) which facilitates progression to its other owner universities.

The inspection took place over four and a half days. Meetings were held with the centre director, the academic director, the director of studies for English language programmes, the assistant programme manager English language programmes, the interim higher education manager, the acting EAP programme manager, the assistant EAP programme manager, the HR advisor, the head of student services, the recruitment manager, the operations manager, the academic support manager, the admissions manager, the learning centre manager, the accommodation officer, social and welfare manager, the residential on-site accommodation manager, the accommodation and welfare officer and the social and welfare officer. Two focus groups were held with students and two with teachers.

All teachers timetabled during the inspection were observed. One inspector visited two residences and one homestay.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issues: there were no CLA guidelines next to one of the centre's printer/photocopiers This was remedied during the inspection.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management and administration team is quite large but is well documented in a clear organogram with transparent reporting lines. There are deputies for all the senior posts who provide cover when required.

M3 There are full, detailed job descriptions that include responsibilities and a person specification for each job. They are not dated and there was some evidence to suggest that some of them had not been recently reviewed.

M4 There is a wide range of meetings; they are held regularly and are well minuted. They include meetings for senior management, the academic board, academic and administrative teams, teachers, quality control, staff student liaison (across the centre) and student representatives for each programme stream. Meetings are also held with staff from other centres in the INTO group. In addition to these formal channels, staff reported that there was constant informal communication.

M7 There is a very full induction programme for new staff held over a period of two weeks. Transfer of a considerable amount of information is confirmed on checklists that are signed off to ensure that the various stages have been completed.

M8 The former Performance Management and Personal Development system is currently being replaced with a Performance Coaching regime which continues with objective setting, with mid and end-of-year review of their

achievement, but adds to it assessment of competencies and includes a strategic career vision element.
M9 The centre clearly prioritises meeting professional development needs identified in the appraisals. It provides generous financial support for staff who wish to improve their qualifications, to attend conferences and external training, and organises several internal training events every year.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Staff were seen to be helpful and courteous with students, an observation confirmed by students in the focus groups. Six staff are constantly available to handle routine administrative work; at peak intake times they are assisted by staff from, for example, Academic Services, and student ambassadors are also used to help with some aspects of new student orientation. There is a well-developed and powerful student database used throughout the INTO group; by using it staff were easily able to retrieve information about individual students at the request of inspectors.

M11 Students receive a great deal of information about course choices and the centre before and after arrival from recruitment teams, regional offices and partner universities as well as from the centre's own staff.

M13 The student database held up-to-date records of students' local contact details and of their next of kin or other designated emergency contacts. These details can be accessed remotely at any time by staff dealing with emergencies.

M14 The policy on student attendance and punctuality is detailed, clear and rigorously enforced. Students arriving more than ten minutes after the start of a class are registered as late; after three such registrations they are required to attend a meeting with their personal tutor. There is a very clear notice on the outside of each classroom door telling students when they can enter the class and what action should be taken if they are late; they are informed that they cannot join the class if more than 10 minutes late. Class registers are completed on the interactive whiteboard (IWB) in each classroom at the beginning of the class to avoid misunderstandings and future debate. The goal for attendance is 100%. If attendance falls significantly below this, the database automatically generates a warning and a sequence of communication with escalating sanctions involving meetings with increasingly senior managers. The last of these is with the centre director and may lead to withdrawing the student from the centre.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Most of the points in the action plan had been addressed.

M17 The centre has a extensive range of quality assurance meetings including programme level evaluation committees, with staff and student representation, and a centre-wide staff student liaison committee (SSLC). These feed into an academic board that reports to a joint quality committee that includes representatives from other INTO centres as well as INTO Manchester senior managers. Systems, processes and practices are reviewed with reference to the outcomes of the quality assurance meetings and other sources of feedback in monthly meetings at middle management and senior management levels within the centre and later within the INTO group.

M18 Student feedback is obtained from student representatives at programme and centre level meetings. Training is provided for the student representatives to enable them to act effectively in the role. Feedback is also obtained from the student body as a whole through arrival, termly and end-of-course surveys. The feedback is analysed and,

where possible, effective action is taken.

M19 Staff feedback is collected in programme co-ordination meetings, in regular meetings with line managers, in an anonymous online employee engagement survey and in exit interviews.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a website for INTO Manchester embedded in a site for the INTO group world wide. There are also print brochures and information on social media.

M22 Publicity informs its readers that the centre provides 'university-style teaching' for its students. While this may be true of the academic subject teaching in the foundation programmes, it is not an accurate description of the teaching style that predominates in language classrooms. The section on teaching methods was modified during the inspection to differentiate between the various methods used. There is an assertion that an average teacher to students ratio of 1:9 means that students will receive high levels of one-to-one contact. This does not necessarily follow and is not, in fact, true.

M23 Course descriptions are very full with copious information on objectives and levels.

M24 Times of classes are either missing or hard to find; the number of hours per week is only explicitly stated for one type of course; the month in which courses start is given but not the actual date; that teaching does not take place on public holidays is stated but not when these occur; the minimum enrolment age is given as 17 when 16 year-olds can be admitted if their birthday is before 31 December; the maximum class size varies in different sections of the publicity. The final two issues were remedied during the inspection.

M25 Much of the required information on costs is provided but not the cost of examination fees not included in the course fees (this was included during the inspection) and the indicative costs for the leisure programme is a very broad band that would not cover some events organised by the centre.

M26 The website has full and accurate information about accommodation. The information in the brochures is out of date in some cases.

M27 The leisure programme is not described in the publicity.

M28 Teachers were described as 'highly qualified' which not all of them are; 'highly' was deleted during the inspection. The publicity also states that courses are accredited by the British Council and that this guarantees that the teachers will have the best qualifications. It does not guarantee this and they do not all have such qualifications. It also asserts that students will experience the highest quality of learning, without offering evidence to support this claim.

Management summary

The provision meets the section standard and exceeds it in some respects. Most aspects of management are rigorous and *Staff management*, *Student administration* and *Quality Assurance* are areas of strength. However, there is a need for improvement in *Publicity*

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The space available is just adequate for the numbers of student and staff using it.

R2 Condition of the premises is generally good; they are clean, well maintained and decorated though some radiators in toilets needed repainting.

R3 Classrooms varied in size; not all would take the maximum number of students comfortably. They also varied in shape; in some wide and shallow rooms, the whiteboards could not be easily seen by students seated in the corners.

R4 There is a large and well-equipped common room on the first floor but it could be rather crowded at peak times. There are also other smaller seating areas spread across the floors. The school is located in central Manchester with many food outlets within easy walking distance.

R6 There are three teachers' rooms, all of a good size. A large majority of teachers have their own work space and computer.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The materials used by students are mostly produced in house; where coursebooks are required to be used there are class sets in sufficient numbers.

R8 There are good quantities of resources for teachers, primarily kept in the staffrooms but, for less frequently used resources, housed in easily accessible store rooms.

R9 The large amounts of education technology in the centre, which teachers were clearly well trained in using, were reported by them to be well serviced and maintained and, in case of need, rapidly repaired.

R10 There is a large learning resources centre (LRC) with English language teaching materials and subject-specific books together with a staff section, graded readers, a general fiction section and IELTS practice materials. These are all classified using the Dewey system which helps students become familiar with it before they encounter it in their chosen universities. The LRC and a room close to it contain 77 workspaces, 30 of them with computers; the nearby room is a silent work area.

R11 Students are introduced to the LRC, its facilities and how to use them in the induction week. Two or three weeks later, LRC staff visit classes to tell students about academic search engines and evaluating the relevance of different materials. The LRC is staffed at all times.

R12 Materials are reviewed as part of the general review system outlined above.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises, though at times crowded, are well adapted to the needs of students and staff. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 One teacher on EAP courses was not TEFLQ.

T3 A rationale for this teacher was accepted within the context of this inspection.

T4 The five academic managers were all suitably qualified and had considerable experience of the course types they were managing.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are allocated to courses on the basis of their preferences, their strengths and weaknesses and, in the EAP courses, their familiarity with and in some cases their background in the subject areas in their strands of the course.

T7 Where possible general English courses are timetabled to give students alternating morning and afternoon slots. In the EAP courses, the English classes are scheduled around the subject-specialist lessons.

T8 A small pool of teachers is available to cover for general English classes. For the EAP classes, a full-time or fractional post-holder is always on standby to cover under a rota system.

T9 Enrolment is only continuous on general English courses. Teachers work to two-week schemes of work. The materials from these are made available to late incoming students in hard copy and/or through the centre's virtual learning environment (VLE), and they are paired with an existing student as a buddy.

T10 Teachers felt supported, by their managers and by each other. There is a handbook for teachers and the teachers meet formally with their managers in two teachers' meetings a term and in scheduled one-to-one meetings. They are also supported through the performance coaching system that is being introduced. For EAP teachers, there are weekly co-ordination meetings for each programme. However, apart from three centre-wide development days which only allow part of the time for teaching matters, there are few teaching-specific developmental activities within the centre.

T11 There are formal annual observations of teachers using the Department of Education's Teachers' Standards for general English teachers and the British Association of Lecturers in EAP teaching competencies for EAP teachers.

There are also pop-in observations and peer observations. Teachers appreciated the range of support available through this variety of observations.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Both the general English classes and the EAP classes have principled course structures. The former is based on Common European Framework of reference (CEFR) can-do statements; the latter is a NCUK design that relates a detailed set of learning outcomes to an equally detailed description of how these are to be assessed with indications of suitable teaching materials.

T13 The EAP course design is reviewed annually by both the centre and by NCUK. External examiner reports are also factored into the review process. There are quarterly reviews of the general English provision leading to the development of on-going action plans; these culminate in an end-of-year review.

T14 These are included in student handbooks.

T15 New iterations of established courses include blended learning and there is a wide range of materials both hard copy and online that teachers can refer students to, usually via the LRC.

T16 Equipping students with language skills that will support them in their life in Manchester and in their future studies is the main purpose of all of the courses in the centre and there are numerous ways in which they do this.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 A published placement test with added writing and speaking assessments is used for placement of students in general English classes. Students on EAP course are placed according to their IELTS scores and level verification tests on arrival to confirm them.

T18 There are tutorials for all students at least twice a term and frequent tests to assess progress made.

T20 Assessment criteria are made very clear in all cases, in class and in detailed descriptions in the student and course handbooks.

T21 Academic reports for general English courses are made available to students and their sponsors as requested, and at the end of the course once the student has completed the final feedback questionnaire. For EAP students, reports are provided for the academic institutions where the students are to continue their studies as well as to sponsors.

T22 A large majority of the students are planning to enter mainstream higher education in the UK. They have access to multiple sources of advice and information from programme managers, INTO placement officers and on-site link tutors from the two main Manchester universities. There is a dedicated area for HE advice. Help is given with university clearing (UCAS) applications and other HE procedures.

Classroom observation record

Number of teachers seen	37
Number of observations	37
Parts of programme(s) observed	General English, Academic English, EAP classes in the IFP, IYO and PMP courses.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T30 Student engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

T23 Teachers generally demonstrated a sound knowledge of linguistic systems. There were, however, some inaccurate models and occasional language errors in handouts and on screen.

T24 In many cases the content of the lessons was appropriate, but in some the materials were too dense and the use made of some materials appeared to be without sound pedagogic reasons.

T25 Aims were made known to students and achieved through a coherent series of activities. There was good review of what had been done and some looking forward in well-planned sequences of work.

T26 A wide range of techniques was seen; they included eliciting, nominating, monitoring, prompting and occasional concept checking. At times, metalanguage was used without checking it was understood and teachers did not always provide clarity in tasks related to skills such as annotating and referencing.

T27 Interactive whiteboards were competently used, though in some cases teachers just went through their slides and did not provide visual reinforcement when additional structures or lexis came up. In other cases, teachers used the traditional whiteboard found in each classroom as a notepad for such new material. Room shapes and seating arrangements sometimes made it difficult for all students to see the whiteboards.

T28 Error correction was in evidence in many classes and teachers provided feedback individually and to groups during activities, though the range of techniques used for doing this was at times limited.

T29 Frequent reference was made to work covered in previous lessons; review and recycling were consistently successful. A great majority of tasks were designed to evaluate whether teaching was taking place.

T30 In better lesson segments, students were focused and engaged. In weaker segments, the teacher did not always seem aware that students were not focused or on task and did not really listen to students' answers. There was often too much teacher talking partly because a number of teachers had difficulty involving the two large groups with contrasting ability profiles that constituted a majority in most classes. Students were not encouraged to respond to each other and contributions usually went through the teacher.

Classroom observation summary

The teaching observed met the requirements of the Scheme. A majority of the segments observed were satisfactory and there was a significant amount of good teaching. Small proportions were very good and weak respectively. Lessons were generally well planned and corresponded to student needs and teachers showed, for the most part, a sound knowledge of the systems of English. A good range of teaching techniques was seen but some teachers had difficulty in reconciling rather disparate groups and talked too much; students were not fully engaged in a number of cases.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. *Course design* and *Learner management* are areas of strength. Programmes of learning are managed for the benefit of students with a good linking of the classroom to the academic contexts that most students will subsequently be working in. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 All significant risks are addressed in the risk assessments for the premises. Access to the school is through either a main building entrance or the dedicated INTO entrance. The centre is open and the staircase to the upper floors is shared with other occupants of the building. Both entrances are staffed and the INTO entrance is monitored

by CCTV. All visitors sign in and wear lanyards, as do the staff. Fire drills are carried out approximately every six months and staff and students are kept informed of fire safety measures. There are 15 trained fire marshals. A major incident procedure is in place and evacuation procedures are drawn up on a case-by-case basis for disabled students and staff. There are 16 first aid-trained staff, all of whom have completed a course in emergency first aid at work.

W2 The school has an ethos of pastoral care with all staff encouraged to be vigilant of students' potential needs. Any member of staff can email concerns to senior members of the welfare team. The availability of pastoral care is made clear to students at induction and additional welfare specific sessions are run by the welfare manager during the first part of the term. There is a pastoral element to the tutorials. Students who are under 18 have an additional welfare induction in the early part of the term and regular meetings with the responsible welfare officer. A professional counsellor attends the school one day a week for student consultations. A private space is available for religious observance and quiet reflection.

W3 The welfare team are introduced to students at induction and on display boards. The welfare manager and officers are easily accessible and space is available for confidential discussion. Members of the welfare team have received some specialist counselling training.

W4 The clear policies and procedures for dealing with abusive behaviour are made known to staff at induction and through the staff handbook. The personal, social, health and economic education (PSHE) sessions run for new students include one on relationships, which has a section on how to recognise and deal with abusive behaviour both within the school and in the broader context. The provider is addressing their responsibility under the Prevent strategy, which is made known to students at induction. Staff do online training and are kept updated at workshops, which are organised as necessary.

W7 All students have a week-long induction programme at the start of their course, when they are given all essential information. A police talk is arranged for all newly arrived students and the welfare manager and her team organise four PSHE meetings early in the term. Students are provided with individual assistance to register with the police.

W8 The school assists all students to register with a GP in their first week. Clear information is provided about entitlement to medical and dental treatment through the NHS.

Accommodation profile

Comments on the accommodation seen by the inspectors

The majority of students are either in residential accommodation provided by the school or in their own private accommodation. The residential accommodation consists of flats of between four and nine ensuite rooms with shared kitchen and living facilities. Under 18s are accommodated in one residence, Parkview, where all the students are from INTO. There are three further residences where INTO students are lodged, offering standard, superior and premium accommodation. A very small number of students are in homestay.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The services and facilities provided in the homestays and the residences are of a satisfactory level. However, in the residences the students are issued with one set of bed linen when they arrive and are responsible for changing their bed linen and doing their own laundry. Towels are not provided.

W11 Homestay accommodation is re-inspected every two years and residential accommodation is inspected regularly. One of the residences, which only houses INTO students (including under 18s), has onsite accommodation and welfare officers, who inspect student flats on a weekly basis.

W14 At induction students are introduced to the accommodation and welfare officer with overall responsibility for accommodation who is based at the school. Action on any problems identified is clearly logged.

W15 Residences are all self-catering. The onsite accommodation and welfare officers check that all students, including under 18s, are eating appropriately and they organise food shopping trips to introduce students to local retail outlets.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 Although this is not stipulated in the homestay application information, the accommodation officer checks that hosts with sufficient rooms are not accommodating more than four students at any one time.

W17 The homestay application information provides clear guidelines on hosting, together with the rules and the terms and conditions that apply. Booking and cancellation arrangements are included. There is one contradiction in the documentation as hosts are told that re-visits will take place every two years and in another section that this will be 'at least once a year'.

W19 It is made clear in homestay documentation that students of the same first language will not be accommodated together. However, one of the homestays visited had two Chinese speakers.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Communal areas and communal kitchens are cleaned weekly. Students are responsible for cleaning their own rooms.

W23 At Parkview all residential staff have received first aid training. At the other residences, first aid-trained staff are available. There is an established arrangement with a local GP practice where all students are registered.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students receive wide-ranging advice on how to access and participate in local events and they can join the activities organised by the international student society. Outside organisations are invited to talk to students during the induction week and there is good information available in the school. Students are assisted to organise their own activities and trips.

W27 An appropriate leisure programme is organised according to student requests. There are a number of weekly events including sports activities. Trips are organised in Manchester and beyond; these include the Harry Potter studios, Alton Towers and cities such as York and Oxford. The majority of activities are suitable for all ages, but where an activity is not open to under 18s an alternative event is arranged. At Parkview, the onsite accommodation and welfare officers have a budget and organise an in-house social programme over the term to encourage student integration.

W28 Risk assessments are drafted for all activities and trips; these are regularly updated and are read and signed by the activity leader. The risk assessments for any off-site facilities used are also available to staff.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and pastoral care is clearly part of the school ethos. The management of the accommodation systems and the accommodation provided is appropriate. The provision of leisure opportunities is well managed and carefully thought through to meet student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection there were 122 students under 18 in the school. The majority, 82, were accommodated in one residence where all students were studying at INTO and where there were onsite INTO support staff. A further 37 were living with relatives or nominated guardians. Three students were living independently.

C1 There is a clear and comprehensive safeguarding policy in place, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for implementing the policy and for dealing with any allegations of child abuse.

C2 The two designated safeguarding leads have received specialist training, and the ten designated safeguarding persons have completed advanced training. All members of staff receive face-to-face training, complete a basic online safeguarding awareness course and attend in-house update sessions, which are organised twice year. Welfare staff receive more in-depth training at induction. Homestay hosts receive information and guidance in the homestay application pack. The relevant points are made known to students at the under-18 presentation delivered shortly after their arrival.

C3 Detailed information on the level of care provided to under 18s on adult courses is available on the website in the 'students under the age of 18' section.

C4 The recruitment materials cover all aspects of safer recruitment best practice as specified in the safeguarding policy. All staff have been checked and there are agreements in place with contractors.

C5 A number of measures are in place to ensure that students under 18 are provided with appropriate supervision while on school premises: they are identified on registers, and any absences are followed up immediately. All staff are aware of their welfare responsibilities towards under 18s. Every student has a personal tutor and there is a pastoral element to tutorials. On activities ratios are appropriate and students are required to stay with the group leaders at all times.

C6 Parents of under 18s sign a parental consent form that clearly states students are in an adult environment. Parents are also required to confirm their agreement to the accommodation selected. There are curfews in place in the residence where under 18s are housed and these are administered by the onsite accommodation and welfare officers. There are clear rules in place for what students may and may not do. Students are also assisted by five residential ambassadors, who are previous students at INTO and are now studying at university in Manchester. These residential ambassadors act as mentors and hold regular meetings with students. They have been trained for

the role. However, three under 18s were living independently and, although they had guardians living in Manchester, it was not possible to ensure that curfew times were adhered to, or to provide appropriate supervision. No risk assessment of this situation had been carried out and no written parental consent had been obtained. Before the end of the inspection newly drafted consent forms were sent to the parents and guardians of these students. The consent forms outlined what the school was unable to provide in the way of support and supervision to the students and required the guardians to acknowledge their responsibilities.

C7 At the time of the inspection no students under 18 were accommodated in homestay. The students accommodated in the INTO residence were sharing flats with other under 18s and were very well supervised by the onsite accommodation and welfare officers and the residential ambassadors. The parental consent form agrees to the accommodation selected, which is self catering. However, three students were living independently, and no responsible adult was present overnight.

Care of under 18s summary

The provision meets the section standard. The level of care given to under 18s on adult courses is of a good standard. There is a clear safeguarding policy, and effective procedures are in place to ensure the safety and security of students on school premises and on activities. The systems in place to ensure the safety of students in the school's accommodation are of a high standard. However, three students live in their own accommodation and supervision cannot be guaranteed.
