

**LTC17D083**

**Title:** Academic Partnerships Update November 2017–January 2018  
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**Issue**

An update on Academic Partnerships activity from November 2017 to January 2018.

**Recommendation**

The Learning and Teaching Committee is asked to note the Academic Partnerships activity from November 2017 to January 2018.

**Resource Implications**

Not applicable.

**Equality and Diversity**

Not applicable.

**Further Information**

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**Background**

The Learning and Teaching Committee receives a report at every meeting providing an update on Academic Partnerships activity.

## Discussion

### 1. **QUALITY ENHANCEMENT ACTIVITY**

#### 1.1 Consumer Markets Authority Workshop

An online workshop was held for partners on 5 January 2018. The workshop, which was led by Laura Thompson, Head of Learning and Teaching Service (Quality), covered the implications of Competition and Markets Authority regulation for partners and was attended by representatives from the majority of UEA's partner network.

### 2. **INTERNATIONAL**

#### 2.1 Vrije Universiteit (VU)

A working group chaired by the Academic Director of Internationalisation has been established to coordinate collaborative activity with VU. The group includes representation from each Faculty and met for the first time on 18 January.

#### 2.2 International Executive

The Executive met with its revised Membership and Terms of Reference for the first time on 9 January. An International Strategy half day is planned for 24 January to consider the Executive's objectives in meeting the aims of the Strategy.

### 3. **SOUTH ESSEX COLLEGE**

#### 3.1 Programme Validations

The following programme validation events were held:

- BSc (Hons) Psychology and Sociology (11 December 2017)
- BA (Hons) Special Education (12 December 2017)

Both programmes were successfully validated subject to conditions.

As per the December 2017 Academic Partnerships update, four additional programmes are due to be validated by February 2018 in preparation for commencement in September 2018.

### 4. **INTO UEA**

#### 4.1 Independent School Inspectorate (ISI) Inspection

INTO UEA was subject to its first ISI inspection on 21-23 November 2017. The Centre received an "excellent" outcome with an overall judgement that the INTO UEA exceeds expectations for the quality of education.

The report highlighted several areas of excellence at the Centre including quality of teaching, progress and attainment, student feedback, pastoral support, safeguarding, student accommodation, governance and management.

A copy of the report is included in Appendix 1.

#### 4.2 Joint Board of Study

The minutes of the meeting of the Board held on 8 November 2017 are available to view [here](#):

The next meeting of the Board will be held on 4 July 2018

### 5. **CITY COLLEGE NORWICH**

#### 5.1 Joint Board of Study

The minutes of the meeting of the Board held on 17 November 2017 are available to view [here](#):

The next meeting of the Board will be held on 18 May 2018

### 6. **EASTON&OTLEY COLLEGE**

#### 6.1 Partnership Development Sessions

Two partnership development sessions were held with Easton and Otley College in January. The first was a workshop on UEA Partnership Policies and Procedures, delivered in response to the high volume of staff changes at the College over the last year. The second session was led by Caroline Botwood and Johanna Hardy from UEA's BIU and covered the National Student Survey.

#### 6.2 Joint Board of Study

The minutes of the meeting of the Joint Board of Study held on 13 December 2017 are available to view [here](#):

The next meeting of the Board will be held on 18 April 2018

### 7. **MOUNTVIEW ACADEMY OF THEATRE ARTS**

#### 7.1 Joint Board of Study

The next meeting of the Board will be held on 3 May 2018

### 8. **ROYAL MARSDEN SCHOOL**

#### 8.1 Joint Board of Study

The minutes of the meeting of the Board held on 7 December 2017 are available to view [here](#):

The next meeting of the Board will be held on 8 May 2018.

### 9. **BROOKSBY MELTON COLLEGE**

#### 9.1 Joint Board of Study

The minutes of the meeting of the Board held on 15 November 2017 are available to view [here](#):

The next meeting of the Board will be held on 19 June 2018

**10. UNIVERSITY OF SUFFOLK**

**10.1 Joint Academic Committee**

The minutes of the meeting of the Committee held on 23 January 2018 will be available to view at the next meeting.

**Attachments**

Appendix 1- INTO UEA ISI Inspection Report



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

**INTO UEA LLP**

**(Company Registration Number - OC332020)**

Full Name	<b>INTO UEA LLP</b>
Address	University of East Anglia, Norwich Research Park, Norwich, NR4 7TJ
Parent\Company name	INTO UEA LLP
Telephone Number	01603 592977
Email Address	into@uea.ac.uk
Website	www.intostudy.com/uea
Centre Director	Ms Debbie Price
Proprietor	INTO UEA LLP
Age Range	16+
Total number of students	452
Numbers by age and type of study	16 – 18: 83 18+: 369 EFL only: 129 FE only: 323
Inspection dates	<b>21 - 23 November 2017</b>

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

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

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

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

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

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 INTO UEA is a private educational institution and is located a few miles outside the centre of Norwich, Norfolk. Founded in 2006, it is a joint venture partnership between UEA and INTO University Partnerships. The institution is managed by the centre director, who is supported by a small management team who provide oversight for specific functions in the centre. A joint venture management board (JVMB), comprising equal members of INTO UEA and UEA, oversees the centres work. The mission of the centre is to work collaboratively to enable all our students to achieve academic success and progress to the University of East Anglia or their chosen destination. They aim to achieve this through inspirational, student-centered teaching and academic counseling complemented by high levels of pastoral care and safeguarding.
- 1.2 The centre offers a range of subjects at AS/A level, as well as pre-degree foundation, first year degree and post-graduation diploma programmes. Courses are designed to offer the students the best opportunities for progression to or in higher education. Students are required to display a very high level of competence in English but for those needing help, academic English courses are offered. Enrolment takes place twice per year.
- 1.3 At the time of the inspection there were 452 students, the majority of which are over 18 years. There are slightly more female students than males, with students coming from a wide range of countries. English is an additional language (EAL) for all of the students. At the time of the visit there were two students identified with language and learning difficulties or disabilities.
- 1.4 When an individual applies to join a course, their application is considered by the central admissions department who assess the application against set entry requirements. The institution provides accommodation, with the majority of students being boarders.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college exceeds expectations for the quality of education.** At the time of the inspection, all Standards for Educational Oversight were met and quality is excellent.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. The centre provides students with a very good education in accordance with their objectives and its aim to prepare students for entry into university. The range of courses offered are of a high quality, provide clear routes into higher education and fully meet the needs and aspirations of the students. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment prior to and on arrival is accurate and is highly effective in ensuring that students have the ability to successfully complete their course. The quality of teaching is excellent and enables students to make extremely good progress. Teachers have excellent subject knowledge and use effective teaching methods to motivate and keep the students' interest. Students are encouraged to take responsibility for their own learning giving them increased confidence. Consequently, students demonstrate high levels of knowledge development across the range of courses and are very well prepared for their examinations. Overall, feedback on students' written work is good and clearly identifies suggestions for improvement. However, in a small minority of cases, the guidance provided is underdeveloped and does not clearly detail how to make improvements. The results for the students who sit external examinations are outstanding and well above the national average.
- 2.3 Students' welfare, including health and safety, is excellent. The centre's building is extremely well maintained and provides a very comfortable environment which effectively supports learning. A well developed range of health and safety policies and procedures are in place and implemented effectively. Fire precautions, drills and evacuations are systematically undertaken and are clearly understood by all students and staff. Student registration and attendance records are accurate, well managed and are effective in monitoring attendance and taking necessary action. Procedures for reporting to the Home Office are secure. The centre's pastoral structure provides outstanding support and guidance for the students in accordance with its aims. Relationships between staff and students are excellent. Arrangements for the safeguarding of students under the age of 18 are excellent and reflect official guidance. Residential accommodation is excellent.
- 2.4 The effectiveness of governance, leadership and management is excellent. The JMVB provides comprehensive oversight and discharges their responsibilities extremely well for financial planning and investment in the future. The welfare, health and safety of students is a priority and all appropriate legal permissions are in place. Leadership and management are outstanding. Roles and responsibilities are clearly defined and there is highly effective communication between managers and other staff. Well-defined policies are introduced at all levels, fully implemented and monitored appropriately. Mechanisms to monitor quality and the tracking of student progress are excellent. Self-evaluation is well developed and performance

data is used systematically to evaluate and improve performance on the different courses offered. The centre successfully attracts highly qualified and experienced administrators teachers and managers. Procedures for the recruitment of staff is excellent, in accordance with legal requirements, with all appropriate checks undertaken.

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

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

- 3.1 The assessment of students prior to, and on, arrival is excellent. Detailed entry criteria are set and used very effectively to provide accurate and appropriate advice and guidance to prospective students. On arrival, comprehensive testing ensures students have the academic ability and appropriate language skills for their selected programme of study. The process is accurate and students are highly satisfied with their course placements.
- 3.2 Initial one-to-one interviews and regular tutorials clearly identify if the course is of an appropriate level. Excellent use is made of this information by teachers to guide their planning.
- 3.3 High quality information, advice and guidance are made available to students through the centre's website. The website is detailed, professional and includes accurate information about the curriculum and other facilities on offer. Students confirm that they are highly satisfied with the pre-enrolment advice they receive from the centre.

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

- 3.4 The suitability of course provision and curriculum is excellent. Students are very well educated in accordance the centre's aims and their objectives. The curriculum is carefully planned and is highly effective in meeting the different needs and aspirations of students. The provision is highly flexible and enables a programme of study to be tailored to students' needs. As a result, retention on all courses is high, with almost all students completing their programme of study. The range of courses and levels available provide students with excellent progression opportunities into higher education.
- 3.5 Student evaluation is successfully integrated into all courses and the centre makes effective use of student feedback to inform planning and assessment. Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.6 Courses match those listed on the website and in other marketing materials.

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

- 3.7 The quality of teaching and its impact on learning are excellent. Detailed planning and an in-depth understanding of the needs of their students allow teachers to successfully adapt lessons to meet their individual learning needs and effectively challenge students. A wide range of teaching methods are used effectively to engage students and assess their understanding. As a result, students make excellent progress in relation to their ability and starting points.

- 3.8 Teaching is excellent. Teachers are very well qualified and highly experienced. Lessons are well paced and provide excellent opportunities for students to participate and apply their learning to class activities and past examination questions. Teachers ask searching questions that prompt students to think and respond successfully. Students work extremely well in small groups, showing excellent co-operative learning.
- 3.9 Assessment is regular and accurately identifies strengths and weaknesses in the students' progress. Overall, written feedback is positive, encouraging and clearly identifies areas for improvement. However, in a small minority of cases, the guidance provided on how to improve is underdeveloped. Students are encouraged to continue their learning outside of lessons, with regular setting of homework and extension activities. As a result, most learners develop their confidence and independence.
- 3.10 Arrangements for tracking students' progress are excellent. The progress of each student is very carefully tracked, allowing managers and teachers to monitor their progress effectively. Tutorials are held regularly and effectively support students to review their progress in relation to tests, homework and teachers' observations.

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

- 3.11 Progress and attainment are excellent. The evidence from lesson observation and scrutiny of work shows that the overall standards being reached are excellent. Analysis of success rates indicate that attainment is outstanding and that high levels of achievement are being maintained.
- 3.12 The results for the students who sit external examinations are outstanding and well above the national average. Most students successfully progress onto higher education courses at their chosen UK university. Attendance levels are high. Students report that they are extremely pleased with their progress.

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

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

- 4.1 Arrangements for the health, safety and security of the premises are excellent. Health and safety has a very high priority within the centre and senior managers regularly review current arrangements to ensure that they are still effective. Comprehensive and detailed health and safety policies and procedures are fully implemented. Buildings are fit-for-purpose and extremely well maintained. They provide well-resourced learning environments, which enhances the students' education. Classrooms are spacious, light and well furnished. All electrical equipment is tested regularly as required. Where food is prepared and served there are excellent arrangements to ensure hygienic preparation and service. Toilet facilities are adequate in number and well maintained. Students report that they feel safe, secure and comfortable at the centre.
- 4.1 Measures taken to reduce risk from fire and other hazards are excellent and conform to legal requirements. A comprehensive health and safety policy is in place with clearly allocated responsibilities. Detailed risk assessments for all premises and activities are carried out and regularly reviewed. An appropriate number of fire-marshals are appropriately trained and regular evacuation drills are undertaken, with records of actions and equipment tests accurately maintained in a fire log. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out which are well recorded. First aid procedures are thorough, with a sufficient number of trained first-aiders, well-stocked first aid boxes and an appropriately maintained accident log. Staff and students are aware of their responsibilities and have received appropriate health and safety training.
- 4.2 Proper provision is made for students who are ill or injured. An appropriate disability policy is in place which provides for reasonable adjustments to be made where possible. All areas of the centre are accessible by wheelchair users or individuals with mobility difficulties.

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

- 4.3 Arrangements for student registration and the recording of attendance are good. Detailed admission procedures are in place and properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.4 Daily attendance is accurately recorded and closely monitored, with unexpected absence effectively followed up. Communication between administrators and teachers is excellent and effectively identifies students who are late or who fail to show for specific sessions. Students are made aware that regular absence may seriously disrupt educational progress and where appropriate will be reported to the Home Office. The policy on punctuality is clear and known to staff and students, resulting in a minimum of disruption to classes by those arriving late.

- 4.5 Management and administrative staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for Tier 4 students and adhere to them rigorously. Accurate records of all these matters are recorded on the centre's database and in students' individual files.
- 4.6 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

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

- 4.7 Pastoral support for students is outstanding. Comprehensive oversight and co-ordination of welfare and pastoral support, together with a highly effective system of tutorials, ensures that individual students' personal and academic development is reviewed regularly. Staff have an open door policy and students feel confident about approaching them for help if needed. Students receive a thorough induction, and a comprehensive student handbook. As a result, new arrivals settle into the centre and their course quickly.
- 4.8 Relationships between staff and students and amongst the students themselves are excellent. A comprehensive range of policies and procedures reinforces a culture of good behaviour, tolerance and respect. Guidance on e-safety and measures to prevent extremism and radicalisation are well considered and addressed. Students report that they feel that the centre is providing them with a safe and comfortable environment which effectively meets their learning needs.
- 4.9 Comprehensive advice is available to ensure that students are well prepared for further study choices and life beyond the centre. A wide range of social activities and excursions are provided, which effectively enhances students' social and cultural experience.

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

- 4.10 Safeguarding arrangements for students under the age of 18 are excellent. The arrangements follow the current national statutory guidance for the safe recruitment of staff and maintenance of associated records. A detailed and appropriate safeguarding policy is effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding. An appropriately trained designated safeguarding lead is in place.

#### **4.(e) Residential accommodation**

- 4.11 The quality of residential accommodation is excellent. The premises are secure and very well maintained and managed. Comprehensive health and safety measures effectively reduce the risk of fire and other hazards. Facilities are of a high standard and contribute very well to the education and personal development of the students. Detailed risk assessments are carried out, and students are regularly asked for

feedback. Appropriate evening activities are arranged by the centre, which enhances the students time within the United Kingdom. Students report high levels of satisfaction with their accommodation.

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

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

- 5.1 Governance and oversight are excellent. The educational direction of the centre is clear and fully understood by staff. The focus of governance and leadership is forward looking, with a clear emphasis on safeguarding, supporting students and developing and maintaining high academic standards. The JVMB has established management structures and both formal and informal procedures that are highly effective in monitoring all aspects of the centres performance. Policies and procedures are well developed, regularly reviewed and effectively contribute to the quality of education and the care of students. Relationships between the JVMB and the senior leadership team are excellent.
- 5.2 Comprehensive oversight ensures that the centre meets its obligations with regard to safeguarding, health and safety and fire safety, including all statutory duties in respect of students under the age of 18. Financial management is highly effective and ensures that excellent teaching and learning resources are available. All necessary legal permissions are in place for the use of the premises, including relevant insurances and licenses.

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

- 5.3 Management structures and responsibilities are excellent. The quality of leadership and management is outstanding. Self-evaluation is highly developed and provides an accurate account of the centre's key strengths and areas for development. Consequently, appropriate and realistic targets are set for improvement. These targets are effectively monitored and the vast majority fully achieved.
- 5.4 Well-established management structures effectively ensure that roles and responsibilities of staff are clear and well understood. Communication between all staff is excellent. In meetings, staff and students report that they have excellent opportunities to express their views on issues and that the centre is responsive to their comments.
- 5.5 The centre is highly successful in securing and retaining well-qualified staff. A comprehensive system of staff review is in place and is used to ensure staff are well qualified for the work they do and appropriately supported by the management team. An excellent programme of staff development is in place to ensure that staff are appropriately trained for their roles.

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

- 5.6 Quality assurance including student feedback is excellent. There is a very strong culture of improvement within the centre and arrangements for quality assurance are fully embedded in its operational structures. Data on performance and progress is used well to monitor and evaluate performance; with appropriate actions initiated in

a timely manner to bring about effective change. Teaching is regularly observed and effective feedback for performance improvement given.

- 5.7 Student feedback is collected systematically through questionnaires. This feedback is analysed, shared with managers and used regularly to inform academic action planning and the identification of priorities for improvement.
- 5.8 The complaints procedure is clear and appropriate. Complaints are handled and reported on effectively which has a positive impact on quality assurance and improvement planning.

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

- 5.9 Staff recruitment, qualifications and suitability checks are excellent. Very well-qualified and experienced staff are secured through a thorough and efficient staff recruitment policy. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate references and qualifications is excellent and the audit trail is clear with due regard to statutory requirements. A detailed central record of appointments is in place and effectively monitored by senior staff.

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

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

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

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

- Ensure feedback on assignment work provides students with clear guidance within the text on how to improve.

## INSPECTION EVIDENCE

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

### Inspectors

Dr Nigel Chambers	Lead Inspector
Mrs Sue Arnold	Team Inspector
Mr Simon Bellamy	Team Inspector
Mr Peter Hymans	Team Inspector