

A man and a woman are looking at a globe. The man is smiling and looking directly at the camera, while the woman is looking at the globe. The globe is illuminated, showing the continents of Africa and Europe. The background is dark blue.

INTO 
the global education partners

**STRONGER
TOGETHER**

PARTNERSHIPS THAT
TRANSFORM UNIVERSITY
PERFORMANCE

Changing higher education.

When INTO was launched in 2006 it was clear that the growth of demand for international education was moving faster than universities' measures to build sufficient capacity. Since then, the higher education landscape has changed dramatically as demand has soared higher and faster than anticipated, while public funding diminishes in the developed world. The INTO public-private partnership model has created a movement that is building university capacity and providing excellent choices for international students.

RUI HU
STUDYING:
DIPLOMA IN BUSINESS
PROGRESSION DEGREE:
BUSINESS MANAGEMENT
CAREER ASPIRATION:
HR MANAGER IN THE
ADVERTISING INDUSTRY

EUGENIJA BURAKOVA
STUDYING:
DIPLOMA IN BUSINESS
PROGRESSION DEGREE:
MARKETING
CAREER ASPIRATION:
OWNER OF AN ADVERTISING
AGENCY

SUNG JAE LEE
STUDYING:
FOUNDATION IN ARCHITECTURE
PROGRESSION DEGREE:
ARCHITECTURE
CAREER ASPIRATION:
ARCHITECT

SHUBHENDRA TIWARI
STUDYING:
FOUNDATION IN PHYSICAL
SCIENCE AND ENGINEERING
PROGRESSION DEGREE:
ELECTRONICS AND COMPUTING
CAREER ASPIRATION:
SENIOR ROLE AT MICROSOFT

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INTO University Partnerships have completely changed the way education is provided. These partnerships have benefited the lives of a huge number of students and will continue to do so.

JUDGE'S COMMENT
EDUCATION INVESTOR AWARDS 2011

Beyond public or private: new models for transforming higher education capacity

These are challenging times for higher education around the world. An unprecedented increase in global demand for high quality tertiary education shows little sign of faltering. More students than ever are choosing to study away from their home countries, patterns of student migration are changing and student expectation has never been higher.

While this demand grows, funding for higher education in the developed world is diminishing and new, disruptive teaching and media technologies intensify the challenges to even the most august universities.

Governments and higher education providers across the developed world cannot simply ignore this change. They have no option but to choose between re-imagining current models or seeking out new ways – better ways – to address the need for a new generations of globally aware, employable graduates.

We have spent six years working with university partners to develop a powerful public-private partnership model that addresses these challenges while preserving academic autonomy, the integrity of university brands and the values we share with public and not-for-profit institutions.

The bold thinking and commitment of our university partners has delivered rewards in terms of their global reach, infrastructure and performance. Our partnerships have helped ensure the universities are properly resourced to fulfil their broader mission, and together we have helped create or sustain thousands of new jobs, both in universities and their local communities.

In the pathway sector we have redefined standards and expectations among students, academics, parents and education counsellors. We continue to invest heavily in the student experience – from in-country recruitment and support to the creation of purpose-built living and learning centres in the United Kingdom and the United States. The strength of our model speaks for itself, with more than 32,500 student commencements, satisfaction ratings in excess of 90% and thousands of students now pursuing degree studies with our partner universities.

As more partners join our network in the UK, North America and Asia, we have reached an exciting tipping point in our development. Our partnerships are increasingly helping universities embrace global opportunities through innovative solutions that go beyond pathway provision – delivering higher education programmes, managing university campuses and providing enriching study-abroad experiences.

Take medicine as an example, where, even in the most developed countries, there are significant skill shortages. We have responded by launching a pioneering range of pre-university, undergraduate and postgraduate courses with St George's, University of London, including Britain's first university medical degrees leading to final recognition in the United States.

In November 2011, INTO was honoured with two Education Investor Awards – as Higher Education Provider of the Year and for Export Excellence. The Awards recognise the viability and power of our model, and of course the honour is shared across the INTO movement, whose success is made possible through close and trusting relationships with our partners.

Naturally, we plan to continue the trend of growth and increased recognition for our collaborative work. We have an ambitious growth strategy predicated on partnership, broadening our geographic footprint and deepening existing relationships. Critically, it is a strategy that embraces the changes dictated by a booming market and delivers higher education fit for purpose for the 21st century.

Andrew Colin
Chairman

Students in control.

A revolution in demand for higher education calls for urgent action.

In the last decade, OECD figures show global numbers in higher education have grown from 100 to 164 million¹, with forecasts of even faster growth ahead. Over three million people study outside their home country and by 2020, forecasters estimate this number will be around seven million.² Patterns of mobility are also changing as more students travel to study within their continental region – China in particular has shown substantial growth, both as an exporter of students and as a higher education destination.

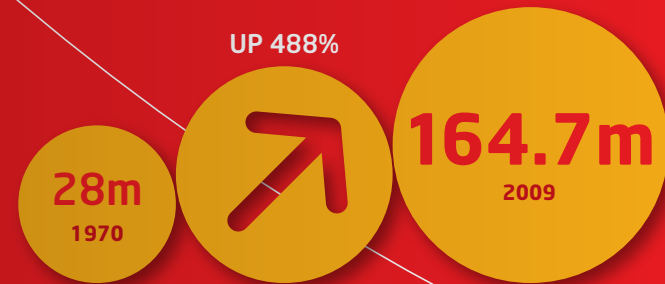
Meanwhile, universities in the developed world have never faced more challenging conditions. Public funding is in steep decline as governments expect students or their sponsors to meet more of the cost of their education directly.

The global shift towards improved access to higher education presents ambitious leaders in the university sector with a remarkable opportunity. However, emerging global competition and the rising expectations of students leave no room for complacency.

Doing nothing is not an option for universities or for society.

TOTAL NUMBER OF STUDENTS IN HIGHER EDUCATION

– LARGER THAN THE POPULATION OF RUSSIA OR NIGERIA

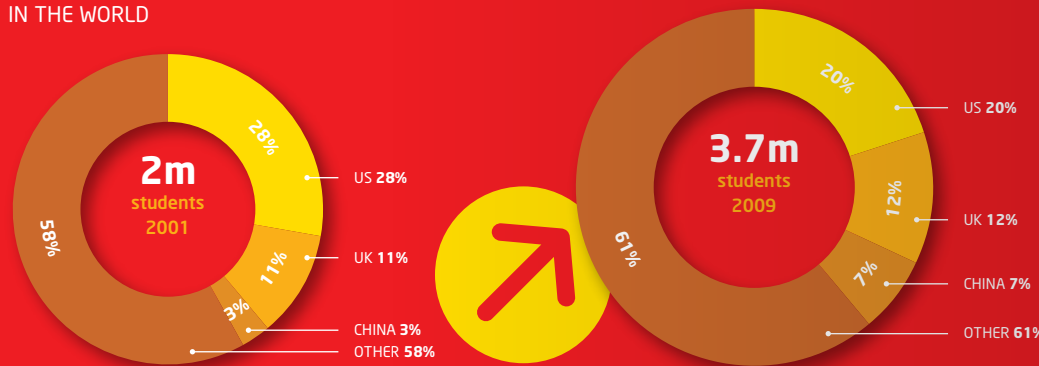


SOURCE: OECD, EDUCATION AT A GLANCE 2011

¹ Organisation for Economic Co-operation and Development
² United Nations Educational, Scientific and Cultural Organization

WHERE STUDENTS ARE GOING

IN THE WORLD



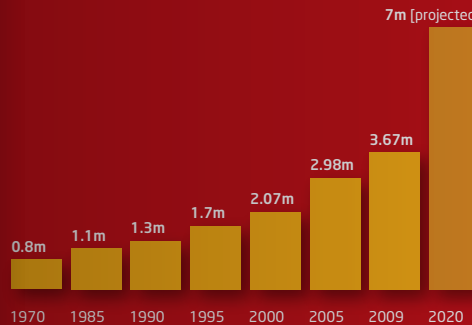
SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

In higher education, as in just about every 21st century human endeavour, it seems hard to imagine that globalisation will ever go away. National borders are simply less relevant than they once were. Student and faculty mobility has exploded... The merit principle becomes increasingly dominant, both within and across nations. The best students shop for universities like consumers in a world-wide marketplace.

BEN WILDAVSKY
 THE GREAT BRAIN RACE: HOW GLOBAL UNIVERSITIES ARE RESHAPING THE WORLD

EDUCATION BEYOND BORDERS

STUDENTS STUDYING OUTSIDE THEIR HOME COUNTRY



SOURCE: OECD, EDUCATION AT A GLANCE 2011



The world in their hands. Students want to learn in international environments and collaborate across cultures. They will lead the new global society.

The world needs a more globally literate, culturally informed generation of leaders and professionals unrestricted by the barriers of ideology or geography. Local knowledge and attitudes are no longer sufficient, and young people recognise that university education will be more valuable if it helps them to understand global issues and to contribute to a better society.

Universities are critical to the transformation of individuals and cultures – their structures and processes must fulfil the increasingly global attitudes and expectations of students.

The belief that we can accelerate change is the driving force behind all that we do, whether working with universities to find new ways to improve reach and capacity, improving educational experiences for students thousands of miles from their home, or through our charitable work.

We are determined that our work with universities and policy makers will help address the need for a better-educated global society. We will continue to create opportunities for institutions to improve their capacity to deliver exceptional education that will help a new generation of students from all cultures to succeed in their mission.



It is so nice to be in a building with so many international students, because everything is diverse. The way that people interact is different. You can experience life from so many different cultures. You can see different cultures every day. It is not all Nigerians, or all British – you learn to be more diverse in the way that you act and in the way that you think.

HAFIZ OLUSHEKUN, NIGERIA
FOUNDATION IN BUSINESS ECONOMICS WITH
COMPUTING FOR BUSINESS
INTO UNIVERSITY OF EAST ANGLIA

Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends.

MAYA ANGELOU
AMERICAN POET AND CIVIL RIGHTS CAMPAIGNER



Partnerships based on shared values really work.

They enable universities to be entrepreneurial, meeting growing demand without academic compromise.

No university has the resources or networks to develop to their full potential in isolation. The power of collaboration can bring the resources, expertise, global reach and investment that enable universities to grow and diversify, without compromise.

We believe that universities should retain academic control of every aspect of their educational delivery and share business governance in partnership activities. Outsourcing to a third party governed by its own shareholder interests cannot offer this level of institutional control or benefit.

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PARTNERSHIPS IN THREE CONTINENTS

Unlike outsourced arrangements, our jointly-owned operations become an integral part of a university and its academic and student community, sharing its mission, strategy, ambitions and values.

Through carefully designed partnerships with shared values at its heart, the private sector can offer the public sector additional commercial and manageable expertise.



We are delighted with the early success of the INTO USF partnership as we exceeded student enrollment, progression and matriculation targets in our first year. This year's robust enrollment promises to further USF's goal of enrolling more international students who bring valued global experiences and perspectives to the classroom. USF has already witnessed an enhanced brand identity in the global marketplace resulting in a stronger flow of student talent and new opportunities for collaboration with international universities.

RALPH WILCOX
PROVOST AND EXECUTIVE VICE PRESIDENT
UNIVERSITY OF SOUTH FLORIDA

The INTO partnership movement is just six years in the making, yet is developing exponentially and is changing perceptions about how the sector should fund and protect its future. We are providing expertise, finance and strategies that enable universities to transform their proposition to a future generation with personal and global issues on their mind.

We are proving that public-private partnership ventures can drive the future success and quality of education for an increasingly demanding student market.



Why we believe so strongly in university partnerships.
Joint ventures offer immediate growth in enrolments; higher quality of progressing students and improved student satisfaction. They provide a secure platform for growth and innovation.



Entering the INTO partnership network delivers tangible benefits from shared resources. Private sector capital helped initiate INTO's global recruitment network which, with over 700 carefully selected, locally managed education counsellors, provides international marketing effectiveness that no single public institution could fund. Where it has been needed, we have financed and managed substantial capital projects to house partnership education initiatives.

This embedded style of partnership enables us to co-develop broader educational options for students, often looking beyond the norm. INTO students can now complete A-level programmes on-campus, join innovative pathways entering STEM related subjects at university, or benefit from pioneering approaches to English language learning.

Many of our partner universities want to broaden their offer to domestic students who want the experience of studying overseas. In response, we have developed new study and placement programmes with leading Chinese universities that have achieved near 100% student satisfaction rates.

Our partnerships create growth, enhance efficiency and imaginatively manage resources. They lead to the development of structures, relationships and working practices that are recognised for delivering outstanding student experiences as well as building universities' capacity and broadening their reach.

ANDREW COLIN
CHAIRMAN



JOHN SYKES
GROUP MANAGING
DIRECTOR



STEVEN SMALE
DIRECTOR, GLOBAL
RECRUITMENT UNIT



GEOFF WEBSTER
GROUP DIRECTOR, STRATEGY
AND BUSINESS DEVELOPMENT



STEPHEN HEALY
MANAGING DIRECTOR,
ASIA



JON BASKERVILLE
GENERAL COUNSEL

ELIZABETH MUNRO
CEO LONDON OPERATIONS CURRENTLY
SECONDED TO INTO USA AS INTERIM
CENTER DIRECTOR, INTO CSU



DEAN CAMBRIDGE
GROUP FINANCIAL
CONTROLLER



STUART HOLMES
NON-EXECUTIVE
DIRECTOR



DAVID STREMBA
MANAGING
DIRECTOR, NORTH
AMERICA



MJ MILLER
SENIOR VICE
PRESIDENT &
GENERAL COUNSEL -
NORTH AMERICA



JEREMY LINDLEY
MANAGING
DIRECTOR, EUROPE



BRIDGET WHITE
DIRECTOR OF
IMPLEMENTATION
(NEW PROJECTS)



PETER LIGHTBURN
DIRECTOR, IT

TIM O'BRIEN
DIRECTOR, INTO
KNOWLEDGE



HOW WE DRIVE CHANGE

INTO partnerships are tailored to each university's strategic goals and reflect its traditions, research and teaching strengths.

We work together to build bold, ambitious ways for our partners to expand and improve the experience they offer students, through joint ventures in which governance is shared and the university retains academic control.

We provide significant investment and employ the best teams in the sector, with career experience in the marketing and delivery of international and higher education, at all levels nationally and internationally.

The collective power of our network is driven by innovation and investment.

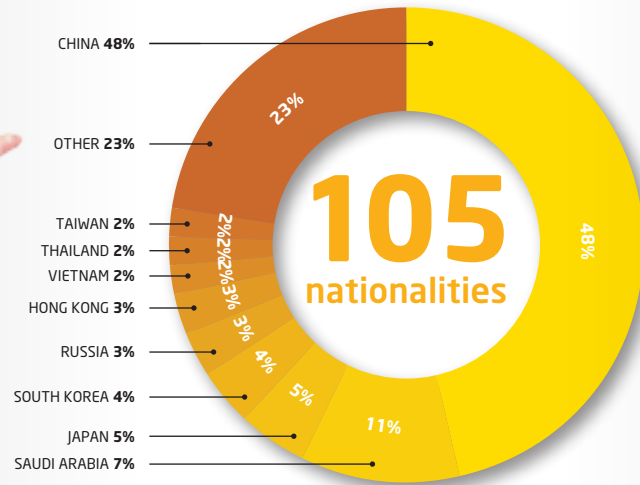
Delivering the world's best student experience.

Continuous improvement in the quality of our services provides the right conditions for happy, comfortable and stimulated students to reach their full potential.

91%

OF INTO STUDENTS MAKE FRIENDS WITH STUDENTS FROM OTHER COUNTRIES
SOURCE: INTO WELCOME SURVEY 2011

TRULY
MULTICULTURAL
THE TOP 10 NATIONALITIES AT INTO CENTRES



SOURCE: INTO

Creating this experience begins from the first point of contact and continues until graduation and beyond, incorporating:

- programmes that are relevant and stimulating for students and tailored to meet each university's own demands;
- a recruitment process that delivers students who will benefit from their university opportunity. We do this by securing and supporting outstanding education counsellors and by ensuring students receive close support during application;
- creation of an exemplary learning environment and facilities.
- programmes delivered by exceptional, committed staff who understand international students' needs;
- support for our students provided by understanding personal tutors;
- personal attention in class through favourable tutor-student ratios;
- caring, pastoral support and an integrated extra-curricular programme;
- encouragement to use all the facilities available on campus, from sports to social and beyond;
- investment in the students' employability.

To ensure that we continue to develop market-leading service levels for students at every stage in their experience with us, we continuously research opinion in-market and within our student community. The results are incorporated into every aspect of our provision.

92%

SATISFACTION WITH LEARNING EXPERIENCE
SOURCE: INTO EXIT SURVEY

90%

TOTAL STUDENT SATISFACTION
SOURCE: INTO SATISFACTION SURVEYS, 2010/11 COHORT

1:8

STAFF TO STUDENT RATIO

90%

OF STUDENTS FEEL SAFE AND SECURE
SOURCE: INTO EXIT SURVEY

Moving to a new country to study in a foreign language can be difficult. After helping students to settle in, the support we offer ranges from hosting a typically Scottish social programme, helping them join a university student society or assisting with registration with a doctor. We pride ourselves on knowing our students individually, and work closely with academic colleagues and the University to ensure we can offer the best support, allowing them to focus on their studies.

AMANDA BROOKS
HEAD OF STUDENT SERVICES, INTO SCOTLAND



1.1m
AVERAGE NUMBER OF BOOKS AND JOURNALS INTO STUDENTS HAVE ACCESS TO IN PARTNER UNIVERSITY LIBRARIES
SOURCE: PARTNER UNIVERSITIES

Investing in the future. The creation of a new style of educational initiatives, that do not necessarily fit within the public funding environment, calls for alternative methods of investment from the private sector.

Universities that join the INTO network recognise that internationalisation and transformation cannot realistically be achieved at the necessary speed without substantial investment. To drive the INTO movement we have developed new financial models and delivered essential financial resource to our university partnerships.

Much of our investment has been in the infrastructure that must be in place for our partnerships to succeed, including:

- £8m in our global recruitment network, which has 28 offices across four continents (Africa, Asia, America and Europe) supporting over 700 education counsellors around the world;
- £170 million in new on-campus facilities.

We have made further multi-million investments in technologies to support admissions, learning resource, academic and customer relationship management, programme development and on recruiting the best staff in the industry.

We take a long-term view and are committed to deeply embedded, long-term partnerships that transform the capacity, reach and competitive positioning of leading universities. Our joint ventures enhance our partners' reputation and, through our investments, they are empowered to transform their academic and financial performance. Each investment has been justified by results, has invigorated our partners, and has transformed the student experience.

Success for our partners means success for INTO, allowing us to continue reinvesting in the sector on new and existing initiatives.

£316m

INVESTMENT IN CAPITAL PROJECTS AND INFRASTRUCTURE



INTO UNIVERSITY OF EXETER

INTO[®] OREGON STATE UNIVERSITY
 INTO[®] COLORADO STATE UNIVERSITY
 INTO[®] UNIVERSITY OF SOUTH FLORIDA

Colorado
State
University

USE UNIVERSITY OF
SOUTH FLORIDA

Oregon State
UNIVERSITY OSU

David Stremba
 Managing Director, North America



Our joint ventures in the United States have surpassed every metric – recruitment, academic performance, the student experience and fiscal. The deeply embedded nature of our model has contributed to INTO students outperforming directly admitted international students. Of equal importance is the role we have been able to play in enabling the broader internationalisation agenda of our partners – through the integration of international and domestic students. In January 2012, we were delighted to welcome Colorado State University to the network. In anticipation of the continued growth of new partners and student enrolments, we have established a central application processing centre in San Diego to provide additional, student-focused support to our American partners.

INTO[®] QUEEN'S UNIVERSITY BELFAST
 INTO[®] SCOTLAND
AT GLASGOW CALEDONIAN UNIVERSITY
 INTO[®] NEWCASTLE UNIVERSITY
 INTO[®] MANCHESTER
 INTO[®] UNIVERSITY OF EAST ANGLIA
 INTO[®] UEA LONDON
 INTO[®] CITY UNIVERSITY LONDON
 INTO[®] ST GEORGE'S, UNIVERSITY OF LONDON
 INTO[®] UNIVERSITY OF EXETER



Jeremy Lindley
 Managing Director, Europe

With 11 highly successful joint ventures already established, we are focused on sustaining that success and working with partners through very challenging and exciting times for higher education in the UK. We have already opened three state of the art living and learning centres (with a fourth opening at Newcastle University in September 2012). Our managed campus solution for the University of East Anglia in London, and the development of innovative medical programmes with Saint George's, University of London both reflect the power of the INTO model in addressing major institutional and global capacity challenges.

INTERNATIONAL FOUNDATION PARTNER:

MANCHESTER
1824
The University of Manchester

CITY UNIVERSITY
LONDON

GCU
Glasgow Caledonian
University

St George's
University of London

Queen's University
Belfast

Manchester
Metropolitan
University

University of
East Anglia

UNIVERSITY OF
EXETER

Newcastle
University

University of East Anglia



Steve Healy
 Managing Director, Asia

All trends in recent years point to the rapid emergence of Asia, and China in particular, as an influential study destination. We have established three partnerships with leading Chinese universities and anticipate expansion in the coming year. I am particularly pleased with our near 100 per cent student satisfaction ratings. There are similar opportunities in trans national education throughout East Asia – where the quality of the student experience is sometimes the missing ingredient. Working with existing and new partners, our focus is to take advantage of these emerging opportunities, serving student demand while retaining the core values of the institution.

INTO[®] CHINA
AT DONGBEI UNIVERSITY OF FINANCE AND ECONOMICS

INTO[®] CHINA
AT BEIJING FOREIGN STUDIES UNIVERSITY

INTO[®] CHINA
AT NANKAI UNIVERSITY

Global strategy, local leadership.
 Our responsibility to our partners, students, staff and associates around the world is to continue to build a sustainable, structurally and financially sound organisation.



As we have grown our network, we have made it a priority to ensure that we can respond to meet new opportunities confidently and efficiently. To meet the needs of growing market demands and regional variances, we have developed three core regional operating divisions, led by highly experienced and commercially astute senior teams. This provides our partner network with a robust, scalable infrastructure operating to common governance standards, but with the ability to respond quickly and flexibly to regional conditions.

Reaching out across the world. Our regional recruitment teams operate in every major source market, extending our partner universities' marketing reach far beyond the scope of individual institutions.

We work with experienced education counselling organisations that operate to the highest ethical standards.

The regional network is complemented by specialist recruitment professionals with specific responsibility for individual partner universities or subject disciplines such as medicine.



77 STAFF IN **28** OFFICES IN **17** COUNTRIES

720 AGENTS IN **55** COUNTRIES

Each year my organisation sends in excess of 20,000 students overseas. The level of support provided by INTO staff is exceptional - with regular training, rapid response times to applications and a real commitment to the quality of the student experience. We receive very positive feedback from students and parents which gives us the confidence to place many more students in their care.

ZHANG SHIJIE
PRESIDENT, JIL OVERSEAS EDUCATION CONSULTING & SERVICE CO., LTD



VINCENT POWELL
RECRUITMENT DIRECTOR, NORTH, SOUTH AND CENTRAL AMERICA



CARMEN ATKINSON
RECRUITMENT DIRECTOR, LATIN AMERICA

SAO PAULO »



MARIELLE VAN DER MEER
ASSISTANT REGIONAL DIRECTOR, UK AND EUROPE

» NEWCASTLE
» LONDON
» BRIGHTON



SAM JONES
RECRUITMENT DIRECTOR, EUROPE AND CENTRAL ASIA

» ST PETERSBURG



IRINA SHERBAKOVA
ASSISTANT REGIONAL DIRECTOR, EASTERN EUROPE AND CENTRAL ASIA



TARIQ MALIK
RECRUITMENT MANAGER, PAKISTAN

» ALMATY »

» AMMAN



HANNA JANNEH
RECRUITMENT DIRECTOR, AFRICA

» BANJUL



TUUKKA HINTTULA
RECRUITMENT DIRECTOR, MIDDLE EAST, AFRICA AND SOUTH ASIA

Harnessing the strength of the INTO agent network, my International Office and INTO joint role has enabled us to extend the reach of the University and launch the Queen's brand into new markets. Recruiting for the University degree programmes as well as INTO Queen's University Belfast has led to sustainable and diverse recruitment growth.

SIMON ILEY
QUEEN'S UNIVERSITY BELFAST AND INTO QUEEN'S UNIVERSITY BELFAST RECRUITMENT MANAGER (EAST ASIA)



DR LIHUA YAO
DEPUTY RECRUITMENT DIRECTOR, CHINA

» LAHORE
» NEW DELHI



DIWAKAR CHANDIO
RECRUITMENT MANAGER, INDIA



STEPHEN JONES
REGIONAL DIRECTOR, SOUTH ASIA



TOM KEENAN
RECRUITMENT DIRECTOR, EAST ASIA



STEVEN SMALES
DIRECTOR, GLOBAL RECRUITMENT UNIT

» DALIAN

» SEOUL

» TOKYO »

» NANJING » » SHANGHAI



GORDON LUNAN
RECRUITMENT DIRECTOR, CHINA, HONG KONG AND MACAU

» GUANGZHOU
» HANOI »
» HONG KONG

» BANGKOK »

» HO CHI MINH CITY

» KUALA LUMPUR

Social media and digital marketing have really taken off in China, but sites like Facebook are not widely used. I work in our digital marketing team, ensuring that our Chinese language social media is accurate, relevant and delivered through the social media sites used by people in China.

I have worked in digital media in Shanghai and have a Masters in Creative Media Practice from the University of Sussex. These credentials allow me to help our partner universities gain greater exposure and to ensure students are better prepared for their overseas studies.

IONA MENG
DIGITAL MARKETING MANAGER (CHINA)



7

DAYS A WEEK
AVAILABLE FOR
OUR STUDENTS

SOURCE: INTO

52

FULL TIME ADMISSIONS
STAFF DEDICATED TO
HELPING STUDENTS AND
AGENTS APPLY FOR INTO
COURSES

SOURCE: INTO

Serving the wireless generation.

The way that students use the web and the global nature of our recruitment and admissions activities demand a sophisticated and comprehensive use of digital marketing and a personalised, responsive admissions service.

International students are more connected than ever before. The rapid rise in the use of mobile internet has changed how young people engage with the world. We know that more than 40% of our students access content on a mobile device. Accordingly, digital marketing is integral to our recruitment performance and measurement. Our technology enables our multi-lingual digital marketing team to speak to future students on their terms and build meaningful relationships with them, wherever they are.

Comprehensive market knowledge informs all of our business strategies. We gather, analyse and process a continuous stream of data in collaboration with our university partners, leading to the development of relevant and customised campaigns.

We provide platforms for vibrant online communities, where INTO students can share their experiences with peers and future students. Our students are our strongest advocates and the speed and breadth of their communication makes a valuable contribution to our recruitment success.

The step from enquiry to application is seamless and straightforward. The admissions process and quality of service forms an integral part of the student experience. We work with our partners to ensure the process is rigorous yet accessible.

Our international admissions teams, with offices in Brighton and San Diego, provide a responsive, full application processing service based on principles of personalised support, rapid response and a detailed understanding of international qualifications.

Powered by the latest cloud-based customer relationship management technologies, we provide admissions and ongoing support in more than 15 languages - including English, Chinese, Russian, Arabic, Greek, Spanish and Japanese. Students, education counsellors and parents benefit from personalised communications designed to offer the best possible preparation before they arrive, and a flow of reassuring information throughout their time with us.

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LANGUAGES SPOKEN
SOURCE: INTO

I assist students and education counsellors through the admissions process. I process applications, provide interpretation and advise on the most appropriate programmes for students to study.

As a fluent Arabic speaker and former international student, I understand students and education qualifications throughout the Arab world. Our students and their parents really appreciate that they can speak to someone in their own language to help them through what can be a complex process.



NADA ALSALAAF
SENIOR ADMISSIONS ADVISOR

The INTO partnership has been incredibly successful for our University. It's exceeded all the predictions we had. We knew it would do well but we really have been amazed by its success. Going forward, I think the really exciting possibilities are with INTO's international partners because knowledge is going to become more globalised and that means not doing it on your own but doing it in a partnership where there's trust and confidence and a track record of successful working.

PROFESSOR SIR STEVE SMITH
VICE CHANCELLOR, UNIVERSITY OF EXETER AND
FORMER PRESIDENT OF UNIVERSITIES UK



THE MEASURES OF SUCCESS

The benefits to the university and the study experience of each student are the measurements of the success of our partnerships.

Partnership with INTO leads to the kind of performance improvements that every institution is looking for. We work with our partners to expand their offer, improve infrastructure and created profitable new income streams. Typical outcomes include increased diversity of international students, a broader range of subjects, implementation of educational and management initiatives beyond pathway provision – and enviable student satisfaction statistics.

Achieving top results. A first-class experience that surpasses student expectations is the key to ensuring the highest levels of performance, both at INTO centres and after progression to university.

Leading universities set high standards for all students' progression into higher education. In each relationship we not only adopt our partner's entry criteria but work hard to raise them to give INTO students the best chance of success at university. The following examples typify INTO centre performance throughout the partnership network.

Success at INTO Oregon State University: Pathway students at INTO Oregon State University have outperformed directly-admitted international students in year two of their undergraduate degree, despite being admitted to the pathway programme with additional language and cultural challenges.

80%+
OF NEWTON STUDENTS WERE AWARDED EITHER GRADE A* OR A IN THEIR A-LEVEL EXAMINATIONS IN SUMMER 2011 AND HAVE NOW STARTED DEGREES AT UNIVERSITIES INCLUDING THE UNIVERSITY OF CAMBRIDGE, LONDON SCHOOL OF ECONOMICS AND IMPERIAL COLLEGE LONDON.

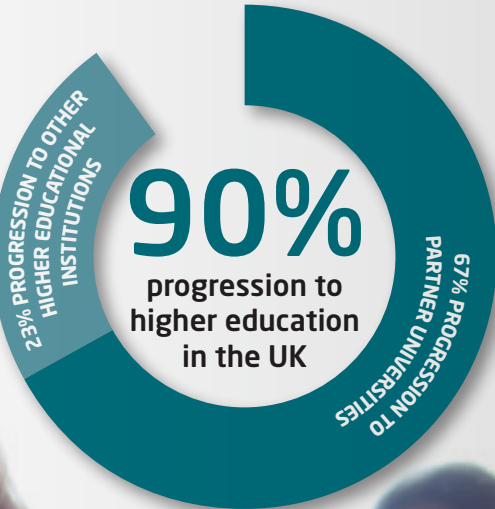
SOURCE: INTO PROGRESSION DATA, 2010/11

Success at INTO Newcastle University: 98% of our students who passed the Diploma programme progressed to year two of an undergraduate degree at Newcastle University, while 42% of all foundation students who passed their course did so with a distinction. In addition, 57% of postgraduate students who took a pre-sessional course with us achieved a merit or distinction in their masters degree.

Success at INTO University of East Anglia: The Newton Programme was launched by INTO University of East Anglia to enable gifted students to take science A-levels in a university campus environment, uniquely preparing them for study at the world's best universities. Our first cohort achieved exceptional A-level results, with 92% gaining A*, A and B grades and winning places at Cambridge University, Imperial College London, The University of Nottingham and of course at the University of East Anglia.

8
OF THE UK'S TOP 10 UNIVERSITIES
HAVE ADMITTED INTO STUDENTS
LAST YEAR - INCLUDING:
THE UNIVERSITY OF CAMBRIDGE
IMPERIAL COLLEGE LONDON
DURHAM UNIVERSITY
UNIVERSITY OF WARWICK
LANCASTER UNIVERSITY
THE UNIVERSITY OF EXETER
LONDON SCHOOL OF ECONOMICS
AND POLITICAL SCIENCE
SOURCE: THE TIMES GOOD UNIVERSITY GUIDE

**EXCELLENT
PROGRESS...**



3.77

AVERAGE GPA OF INTO UNIVERSITY OF SOUTH FLORIDA GRADUATE BUSINESS AND ENGINEERING PATHWAY "GRADUATES" IN SPRING 2011, OUTPERFORMING DIRECTLY ADMITTED GRADUATE BUSINESS AND ENGINEERING INTERNATIONAL STUDENTS.

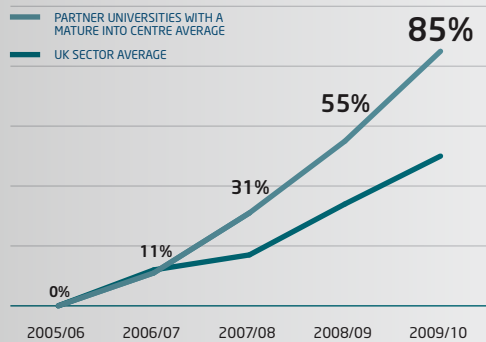
A profound impact on our partner universities.

Partnership with INTO enables visionary universities to accelerate their internationalisation strategies – demonstrating to their peers how to prosper in the changing higher education landscape.

The INTO marketing network has increased diversity in our partners’ student communities by recruiting from 128 countries. In the six years since our inception we have enrolled thousands of students into centres offering a comprehensive range of university-specified pathway subjects. INTO students report greater than 90% satisfaction with their experience.

GROWING FASTER

PERCENTAGE INCREASE IN NEW INTERNATIONAL ENROLMENTS AT OUR UK PARTNERS



SOURCE: HESA

One of the most amazing things the INTO partnership has done is to enrich and bring alive our campus – the diversity of students adds a global perspective.

ISABEL JENNINGS
DIRECTOR, STUDENT PLUS,
QUEEN'S UNIVERSITY BELFAST



We are pleased with the way able students are being recruited by INTO. They're excited about their programmes, committed, making a contribution and just the kind of students that we want to see on our courses.

EAMON MARTIN
DIRECTOR OF EDUCATIONAL RELATIONSHIPS,
CITY UNIVERSITY LONDON



It's an incredible experience living with someone from another country and learning about their culture. Roommates from overseas are the most amicable I've ever had because we want to understand each other better, and we compromise a lot. You might not get that with two Americans but with an international roommate there is more tolerance for differences.

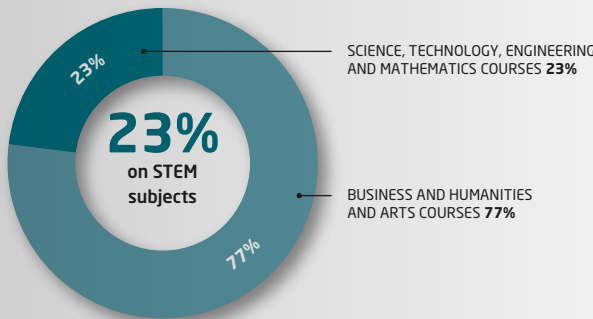
DAVID SHUMWAY
OREGON STATE UNIVERSITY STUDENT WHO ROOMED WITH
INTO STUDENT THEN LE XAN



Delivering returns through marketing, distribution and process. The sophistication and scale of our marketing, recruitment and admissions operations has earned greater brand recognition and worldwide marketing advantage for all INTO partners.

We believe this success can be traced to our shared commitment to fundamental principles of partnership, meeting student needs and detailed attention to customer service. We continuously produce fully integrated marketing campaigns in multiple languages, tailoring our recruitment methods to meet the individual strengths of our partner universities.

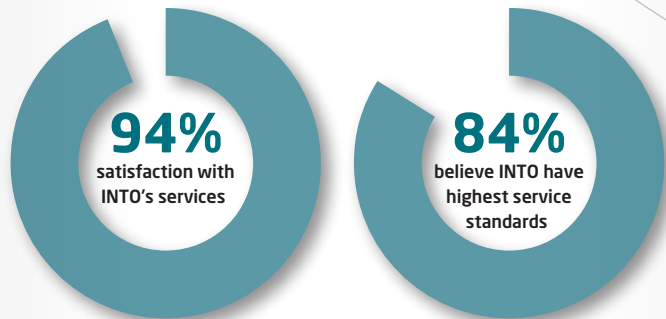
INCREASING
SUBJECT DIVERSITY



SOURCE: INTO

Increased awareness of the strengths of our university partners has led to commensurate growth in directly admitted students. Our partners recognise that students receive first-class support during their application – a service level endorsed by our students and their counsellors in our regular survey exercises.

EDUCATION COUNSELLOR
SATISFACTION



SOURCE: SURVEY OF INTO AGENTS, 2011

Our approach to recruitment is all about increasing growth, quality and diversity. We're completely focused on delivering an exceptional experience for our students, their parents and our education counsellor network, as ultimately it's this that underlines INTO's quality.

STUART COLEMAN
ASSISTANT DIRECTOR,
GLOBAL RECRUITMENT UNIT

20,492
TOTAL NUMBER OF APPLICATIONS, 10/11
SOURCE: INTO



The additional revenue from our partnership with INTO has allowed us to invest in 75 new members of our tenure track faculty and support staff to complement those hires this year and next.

MARK MCCAMBRIDGE
VICE PRESIDENT FOR FINANCE AND ADMINISTRATION,
OREGON STATE UNIVERSITY



Our principles of collaboration, sound business management, investment and teamwork have helped us meet and exceed the ambitious targets in our business plans, and have supported the transformation of our partner universities' capacity.

JOHN SYKES
GROUP MANAGING DIRECTOR

INTO has effectively had somewhere between a £12 million and £13 million a year impact on our bottom line - that's about 3.5% of our income.

PROFESSOR TONY STEVENSON
PRO-VICE CHANCELLOR, PLANNING AND RESOURCES
NEWCASTLE UNIVERSITY

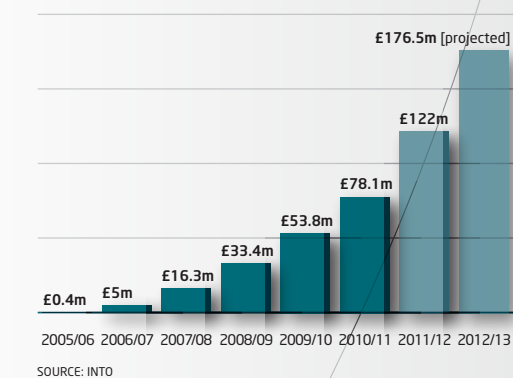
Financial strength. INTO is a sound, profitable business that helps secure the financial future for partner universities, through investment in operations and management, capital projects, shared infrastructure and capacity growth.

We sustain our business by reinvesting profits to build the network of partners, serve a growing student market and attract investors.

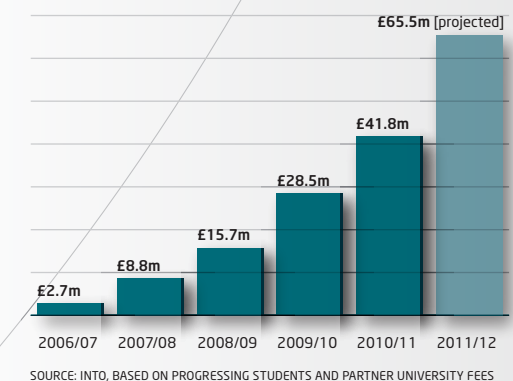
A strong track record and transparent governance has enabled us to secure external investment even in the most challenging financial conditions. We have funded and project-managed significant capital projects on the campuses of the University of East Anglia, University of Exeter and Newcastle University. In these cases, our university partners benefit from our financial strength in the creation of living and learning centres, rather than diverting their own resources or calling on diminished public funds.

INTO's joint venture models are true, commercial partnerships under which universities share the profits from our collaborative ventures, then benefit from additional revenue when increasing numbers of pathway students progress to one of their degree courses. This income comes with no strings, presenting an invaluable opportunity to invest in their mission-enabling priorities.

INTO GROUP REVENUE



PROGRESSORS' TUITION FEE REVENUE TO PARTNERS



£163m*

GENERATED IN PROGRESSING STUDENT FEES FOR OUR UNIVERSITY PARTNERS

FIGURE INCLUDES ANTICIPATED PROGRESSION REVENUE FROM 11/12 STUDENTS

Their success is the result of a mutually beneficial interaction between the public and private sector to meet the growing demand for education at this level. Each joint venture partnership releases finance for investment in the University's core business and brings private sector expertise to grow the market and provide innovative, quality education.

JUDGES' COMMENTS ON AWARDING INTO WITH HIGHER EDUCATION PROVIDER OF THE YEAR, EDUCATION INVESTOR AWARDS, NOVEMBER 2011



Innovation and partnering are at the heart of everything we do. The great strength of the partnership model we have developed is that we and our university partners are able to bring a very broad combined range of competencies and capabilities to bear on challenges facing universities, driving innovation in support of common goals.

GEOFF WEBSTER
GROUP DIRECTOR, STRATEGY AND
BUSINESS DEVELOPMENT

NEW MODELS IN ACTION

The world of higher education is transforming. But where do we go once the old certainties begin to evaporate?

True innovation changes lives and is essential for progress. The transformation affecting universities demands innovative solutions, yet the solutions, and the money to fund them, are not emerging from traditional sources.

We believe the public-private partnership model establishes a sound basis upon which universities can build their international futures. But not a standard, one size fits all solution. Each new partnership arrangement has helped evolve a joint venture genre through which universities can truly prosper, without ceding control or income.

An international solution. Working with a top UK medical university, INTO has adapted the structure of a medical degree, creating more places for international students and giving them a uniquely global perspective.

Global demand for healthcare professionals is rising fast and national education systems are struggling to meet the demand.

INTO and St George's, University of London – one of the world's leading medical schools – worked together to create new degree-level and pre-university courses in medicine and biomedical sciences, aimed at international students.

Places on the pioneering courses are in addition to those offered by existing medical programmes at St George's, where international student numbers are capped by the government.

The students study alongside those on the established medical programmes until they move to other leading medical education centres around the world.

This not only complies with UK regulatory stipulations but it also gives students Educational Commission for Foreign Medical Graduates certification to pursue post-graduate medical training in the US and internationally, as well as a highly-respected degree from St George's, University of London.

The course is aimed at students from around the world. The combination of high quality teaching and the experience of living in London is already drawing high-performing students from the United States as well as many other countries around the world.

This innovative venture is helping St George's, University of London to enhance its financial stability as well as offer a high standard of education to a wider range of students. The mould has been broken.

This partnership is an example of a more diverse higher education market that is emerging in response to government changes to the higher education sector, including funding cuts and rising tuition fees. This innovative venture with INTO will enable us to continue to maintain financial stability as well as to offer a high standard of education to a broad range of students.

PROFESSOR PETER KOPELMAN
PRINCIPAL OF ST GEORGE'S, UNIVERSITY OF LONDON



PROFESSOR PETER KOPELMAN LEADS A PRACTICAL LECTURE

150,000

FORECAST SHORTAGE OF DOCTORS IN THE UNITED STATES BY 2020

SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES, NOVEMBER 2011

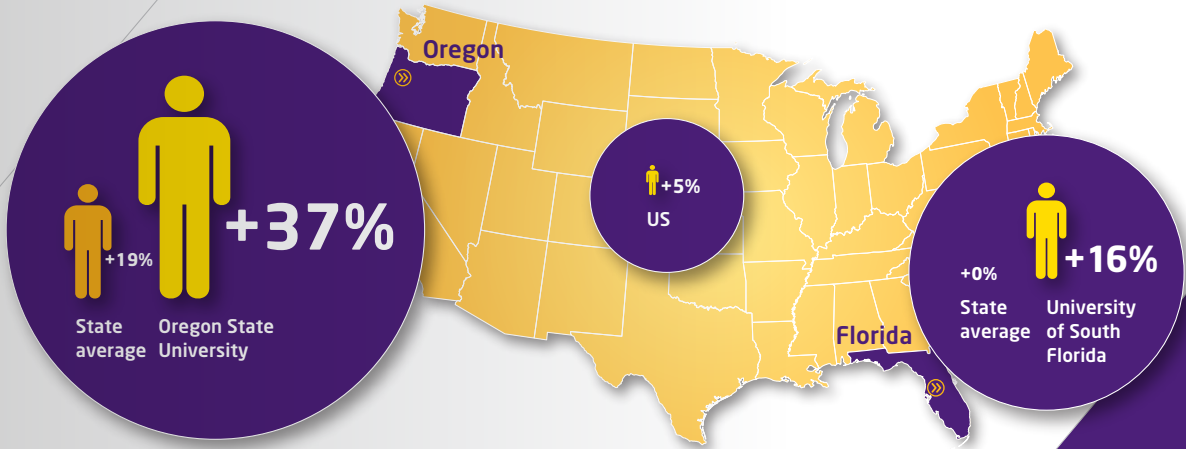
Creating access and opportunity.

INTO and our North American partners have developed a joint venture pathway model fully integrating students into the university, raising the volume of international students – and improving their success rates.

Pathway programmes at Oregon State University (OSU) and the University of South Florida (USF) have allowed our partners to harness global demand and attract substantially increased numbers of international students to their campuses. Both institutions have enjoyed enhanced exposure in international markets, resulting in a stronger flow of student talent.

Students are taught by university staff at both INTO centres, earning general education credits while they develop their English

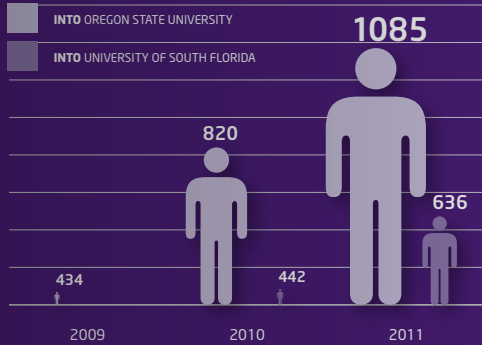
INTO'S PARTNERS EXPERIENCE
FASTER GROWTH
THAN STATE OR NATIONAL AVERAGE
SOURCE: OPEN DOORS



We continue to be impressed by INTO Oregon State University's ability to deliver on its commitment to the University. The INTO partnership has enabled OSU to steadily increase the quality and quantity of our international student population, and the partnership is serving as a catalyst to focus the OSU community on the importance of fostering global perspectives through internationalisation.

DR SABAH RANDHAWA
PROVOST AND EXECUTIVE VICE PRESIDENT,
OREGON STATE UNIVERSITY

INTERNATIONAL ENROLMENTS TAKE OFF!



English language – as you like it! Our options for English language students now include courses that use Shakespeare, among other subjects, to enhance their English language training.



A Content and Language Integrated (CLIL) approach, well resourced and delivered, gives students the best of both worlds – much more rapid progress in language learning and, amazingly, subject learning gains as well. This is through the ways in which the materials and methodologies used in a CLIL approach motivate the student and make the learning more memorable.

DAVE ALLEN, DMS (ED.), BA, PGCE, DIP. TEFL
DIRECTOR, NORWICH INSTITUTE FOR LANGUAGE EDUCATION



After five months studying on the General English Course I can tell that I am getting much better as English seems much easier than before. I feel like I have learned a lot of different skills since being here and my speaking has improved a lot. My favourite part about studying English here is that I get to make lots of good friendships with people from all different nationalities.

MOZHDEH ALESHAHIDI, IRAN
GENERAL ENGLISH

A new range of standalone courses offers a remarkable new way to learn English, combining a thematic focus with language learning. The courses are based on Content and Language Integrated Learning (CLIL) teaching methodology, which has evolved out of research into how the brain works. Subject and language learning engage different sides of the brain, and by combining the two activities a more productive outcome can be achieved than in single subject learning. Courses are held inside and outside the classroom, incorporating a range of immersion experiences from lectures to theatre trips.

As well as Shakespeare’s Britain, students can choose from other academic and non-academic subjects including Global Challenges, Contemporary British Society, Leadership, Business and Economics, Mathematics for Science, Physics and Human Physiology. CLIL students study in an INTO centre alongside other international students, enjoying full access to university facilities. The course helps them to learn better and faster, within a cultural context, and whets their appetite for longer term study at some of the world’s leading universities.



Cultivating employability. Employability is a key measure of educational success. Students and their future employers recognise the need for life skills that will give graduates an advantage when competing for jobs and through their careers.

All INTO courses incorporate employability as an element, with a focus on cross-cultural, cross-discipline skills such as teamwork, entrepreneurship, social skills and leadership. Confidence plays a major role too, and this is nurtured throughout a student's time with us.

Working in close association with the leading, not-for-profit leadership development organisation, Common Purpose, we have developed a course specifically for INTO students in the UK.

90%

OF STUDENTS SAID THEY HAD BEEN PROVIDED WITH A BALANCED RANGE OF DIFFERENT VIEWS AND PERSPECTIVES

SOURCE: COMMON PURPOSE, 2011

The programme encourages students to think in new ways about the world around them, to examine how decisions are made and to demonstrate how they can make change happen in the workplace and in society. They learn about the nature of leadership and are able to see how the reality compares to the theory when they meet local community and business leaders.

Students on the programme develop their leadership skills and enhance their confidence both in their ideas and how they express those ideas in English.

Our Common Purpose courses have been an outstanding success with excellent feedback from students and local business leaders alike.



Common Purpose's customised course for INTO is a unique opportunity to sharpen skills critical for use in the workplace. It challenges students to go beyond their comfort zone by allowing them to gain real and practical experience in an unfamiliar setting. The skills they develop on this innovative course should last them a lifetime.

ETHAN OHS
FRONTRUNNER DIRECTOR
COMMON PURPOSE

Globalised businesses require talent to compete in global marketplaces and have higher expectations of graduate recruits than ever before. With the aid of technological advances, numerous multinational employers have freed their workplaces from geographical or physical boundaries and are looking for graduates able to work collaboratively with teams from across the globe. Operating in these globalised workplaces requires an ability to empathetically embrace multiple perspectives and communicate confidently.

AGR/CIHE GLOBAL GRADUATES REPORT, 2011

INTO was a truly remarkable experience, because it went beyond just being a path to university. Being part of INTO meant being part of a global community. It allowed me to meet extraordinary people from different parts of the world including teachers and staff whom I felt were actually listening to what I had to say. Unique experiences like the Common Purpose Programme gave me the rare chance to meet people behind organisations who are shaping our lives and community, such as the London Olympic Delivery Authority, charities supporting individuals with non-curable illnesses and entrepreneurs who are following their dreams.

ANDRES EMILIO MONTANO GOMEZ, ECUADOR
BSC INTERNATIONAL BUSINESS MANAGEMENT, UEA LONDON
FORMER INTO UEA LONDON FOUNDATION STUDENT

93%

OF STUDENTS SAID THE EVENT WAS A GOOD VALUE FOR THEIR TIME

SOURCE: COMMON PURPOSE, 2011

This is a rich and collaborative project, an exciting example of a public-private partnership in education, some might say a possible model of future development in higher education. This opens the way for UEA to gain direct access to the concentration of political, administrative, cultural, media, academic and commercial power and opportunity located in the capital.

PROFESSOR EDWARD ACTON,
VICE-CHANCELLOR
UNIVERSITY OF EAST ANGLIA



I chose to come to study at UEA London because of its international factor and especially because it is in London. I was looking specifically for a university in London because I really enjoy the city and everything that comes with it. I did some online research, which is how I found out about the University of East Anglia due to its good ranking and because it offers international business, which isn't something you can study at every university.

DAVID HUCKSCHLAG, GERMANY
STUDYING THE BSC INTERNATIONAL BUSINESS MANAGEMENT
AT UEA LONDON

A capital investment. A new London campus has extended the University of East Anglia's physical and academic presence into the heart of the City of London.

The University of East Anglia is one of the UK's most successful universities, leading the world in many areas of research including climate change, the arts and creative writing.

As part of its strategy to extend its global influence, the University took the visionary decision to create a London campus 115 miles from its Norwich home. The campus would enhance the University's global impact and profile, provide more opportunities to students and enable it to attract more of the world's top researchers. It would also place its experts at the heart of London's cultural, social and political scenes.

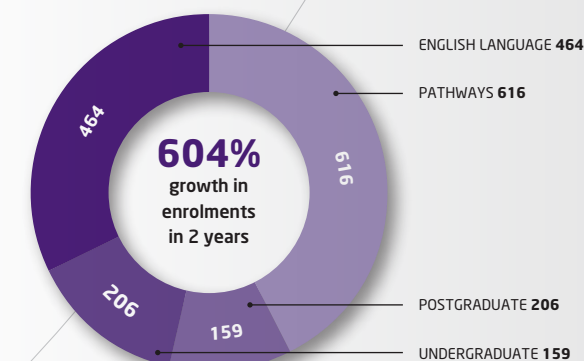
The University turned to INTO to explore whether a partnership in the style of INTO University of East Anglia, our inaugural joint venture, might provide a solution that would enable it to take the important next capacity-building step.

The outcome was a new joint venture arrangement, under which INTO sourced and financed a 4,700 square metres building under construction. We completed the interior architecture, fitted it out and continue to manage it as an independent campus of the University.

Now in its second full year, the UEA London campus offers undergraduate and masters degrees in subjects such as carbon management, creative entrepreneurship and diplomacy, capitalising on the University's academic strengths and bring world-class teaching to the capital. A thriving INTO pathway centre offers programmes to international students with ambitions to progress to business-orientated study in the Capital's great universities.

The campus hosts a wide range of public lectures, provides space for academics to work in the capital and is succeeding in raising the profile of the University nationally and internationally.

FULL RANGE OF PROVISION





THE GROWING INTO MOVEMENT

We have grown the INTO partnership structure at a controlled but rapid pace. With new partnerships in the United States and the United Kingdom reaching capacity ahead of targets, it is clear that we are providing the right formula to meet ever-growing demand for high quality higher education.

Our growth has been driven by investment in infrastructure, award winning new teaching and residential buildings, new partnerships and geographical expansion, including opening access to Chinese universities. We have been instrumental in transforming campus experiences and continue to extend our in-market teams as we work with our growing network of partners to meet the insatiable demand for top-quality higher education.

Welcome to Colorado. Our third partnership in the United States is with Colorado State University, one of the country's most respected public research universities.

North American universities traditionally recruit a smaller proportion of international students than other nations, yet there is a groundswell of untapped demand from students eager to study in the United States.

17
GRADUATE DEGREE PROGRAMS
ARE RANKED AMONG THE TOP 100
IN US NEWS & WORLD REPORT'S
2012 EDITION

Our centres in Oregon State University and University of South Florida have experienced an explosion in demand for their programmes, with growth rates up to six times greater than the average for the United States. We believe this level of performance is achievable across the country, a view shared by Colorado State University as they adopted the INTO model. We are certain that the University will now see a significant increase in international recruitment, as our marketing network generates greater global awareness of their institution.

Initially, the centre at Colorado State University will support and teach 300 students on year-long pathway programmes. These combine English language instruction with credit-bearing academic courses, and include non-academic support to ensure students adapt comfortably to their new environment. Students completing the programme successfully go straight into the second year of the University's undergraduate degree programmes.

Colorado State University has a long-standing tradition of attracting international students to its world-class academic and research programmes, and I'm very excited about the opportunity to expand that through our new relationship with INTO. This initiative will enable us to grow CSU's footprint in parts of the planet that were previously beyond our reach, to create unprecedented opportunities for globally competitive programs and initiatives, and to increase international literacy among CSU students, faculty and staff.



DR TONY FRANK
PRESIDENT, COLORADO STATE UNIVERSITY

60

RANKING OF GRADUATE ENGINEERING
PROGRAM ACCORDING TO US NEWS &
WORLD REPORT IN 2012

40

ONE OF ONLY 40 PUBLIC UNIVERSITIES
NATIONWIDE (OUT OF 1,705
INSTITUTIONS RANKED) WITH THE
CARNEGIE FOUNDATION'S TIER 1
VERY HIGH RESEARCH ACTIVITY
AND COMMUNITY ENGAGEMENT
DESIGNATIONS

63

RANKING IN US NEWS & WORLD
REPORT'S 2012 "BEST PUBLIC COLLEGES
AND UNIVERSITIES."



Building the future.

We want students to be inspired by the facilities in which they learn – which is why we have spent £170m to date on purpose-designed, iconic buildings that many generations of students will enjoy.

These buildings very much symbolise the energy, vibrancy and innovation that typifies our approach, as well as our complete commitment to our partners. In practical terms, they are tailor-made to provide students with an unrivalled space for living and studying, acting as a stimulating yet very manageable setting for young people studying abroad.

The **INTO University of Exeter** centre was financed, designed and built by INTO in close collaboration with the University. It provides teaching facilities in the heart of the picturesque campus, as well as residential accommodation. The building provides spacious and light teaching and social areas designed to inspire motivation and integration.

The newly-built **INTO OSU** International Living-Learning Center provides students, faculty and staff with an exceptional environment for living, learning, working and socialising. INTO collaborated with the University, providing a design brief that drew on our knowledge of the needs of teachers and students, and our understanding of the specifications for such a building. We also provided procurement and project management advice to the University.

In 2012, we will open a brand new INTO centre at **INTO Newcastle University**, which will provide a first-class student experience, where students live and learn together.

90%

STUDENT SATISFACTION WITH LIVING EXPERIENCE AT INTO CENTRES
SOURCE: INTO EXIT SURVEY 2011

The facilities are really good here. It is really advanced and has great technology. I've never been in such a 'high tech' building! It is clean and neat in the new building and I think that's important. The layout of the building is interactive and it's also colourful. People can meet up and mix with other students from different courses.

TASHA KESWANI, INDIA
FOUNDATION IN ECONOMICS,
FINANCE & MANAGEMENT
INTO UNIVERSITY OF EXETER



As a member of the INTO Oregon State University housing team, I'm really happy to be in the new International Living and Learning Centre. It's an environment where domestic and international residents, and all of our international students, have the opportunity to meet American friends, practice English and learn about American culture. It's rewarding to be able to offer students such immersion into American culture and the English language.

EMILY STOKES
INTO OREGON STATE UNIVERSITY HOUSING ASSISTANT



Sowing the seeds in China.

China's growing economic and political importance is reflected by the number of students making it their first-choice destination.

However, many top Chinese universities are yet to realise their international potential and do not have the infrastructure, processes or global brands that they need at this stage. We believe this is the perfect time to collaborate with these universities as they seek to internationalise.



I've always wanted to go to China and I've always intended on studying Chinese in China. INTO gave me my first opportunity to fulfil that goal. Going to China was my first real "out of country" experience because I've grown up in the US my entire life. It was one of the best experiences I've ever had.

DAN JANSON, USA

In the summer of 2011, students from 21 nationalities joined INTO to participate in summer programmes, where they learnt about Chinese culture, language and business. Learning on the world-class campus of Dongbei University of Finance and Economics, students enjoyed a rare opportunity to develop invaluable skills, knowledge and contacts, as well as being exposed to a number of major Chinese employers through a series of masterclasses. Students received an unforgettable and exceptional study experience, a fact endorsed by satisfaction ratings of almost 100%. Indeed these programmes were so successful that Oregon State University has recognised them as credit-bearing courses. This reflects both the growing importance of China and the power of the network in enabling students to obtain a global perspective to their studies.

The summer programmes are repeated in 2012 with two additional prestigious Chinese universities added: Beijing Foreign Studies University (BFSU) and Nankai University. A member of the elite 211 group of universities, Nankai University will also host the INTO China junior programme.

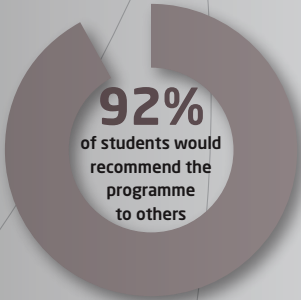
These courses are a forerunner to our long-term goal of working with Chinese university partners to run English-medium undergraduate and postgraduate degrees. This in turn supports universities in promoting Chinese language and culture to increasing numbers of international students.

Thanks to INTO China I've had the most memorable time of my life. Staff were incredible, they made sure that all of us had a great time and learnt as much about the Chinese culture as we could. Thank you once again for giving me this wonderful opportunity.

SUNDEEP DAWALE, INDIA



OUR MOST POWERFUL ADVOCATES



SOURCE: INTO CHINA SATISFACTION SURVEY, 2011.



INTO works with top universities in China to deliver programmes specially catering to the academic aspirations of international students. We combine the academic experience of the country's best universities along with INTO's unrivalled commitment to supporting students' living and learning needs.

SIAN ROGERS
RECRUITMENT DIRECTOR
INTO CHINA



The trip itself was eye-opening. We met the school principal and some of the students who explained how the new school building has benefited the area. Everyone spoke about how the modern building has provided a much better learning environment than before with its numerous classrooms and better layout. Students spoke of having a renewed interest in coming to school in which they are more motivated to learn.

PETER STRAGHAN
ENGLISH TEACHER
INTO QUEEN'S UNIVERSITY BELFAST

MEETING WIDER NEEDS

INTO makes a difference to people's lives beyond its higher education mission.

Our core purpose is to change lives through long-term partnerships in higher education but we are also aware that so many people are facing far more immediate challenges. Therefore we see our community projects as very much an integral part of our overall mission.

We believe our students benefit from gaining global perspectives on campus, becoming responsible and aware citizens of the world. Our projects draw on the support and participation of all those who share our values - INTO staff, students and the wider community.

INTO people are INTO giving.

Our charitable foundation helps some of the world's poorest people to access education. Staff, students and broader INTO communities raise the money that changes lives and unites communities.

Not only do INTO staff and students raise money but they also take part in the work we support in poor or disaster-stricken parts of the world. Our educational projects help provide young people with sustainable routes to better lives by improving their access to education.

The **Orphans and Vulnerable Children's centre in Zambia** reaches out to a community ravaged by AIDS. The recently-completed centre provides schooling for local children as well as facilities for vital local community services, including healthcare and counselling. INTO Giving supported the project throughout 2011, using funds raised in runs, walks, quizzes, competitions, cake sales, skydives and more.

After the Sichuan earthquake of 2008, schools in remote areas of China were badly damaged. INTO Giving has raised £20,000 to help rebuild a **local school for disadvantaged children living in HuiShui Town**, a remote area of north western China devastated by the 2008 earthquake.



It is good here and we are few. The teacher pays attention to each one of us. I like it.

SUZGO NYIRENDA



There is a lot that I've learnt from this training, I've learnt carpentry, how to mix sand and bricklaying. I thank God for I-CCO and the people who are funding this project (INTO Giving) for having a heart for vulnerable youths like me, I am not even part of their programme but they considered me to be part of the training so I can be empowered through this skills training.

YORUM PHIRI, 20
TRAINEE BRICKLAYER ON THE PROJECT



During my trip to Lusaka I got to see how the money we've raised with INTO Giving is making a real difference. Talking to the I-CCO volunteers and meeting some of the children that are benefitting from the OVC Centre has made all the pain of running the Brighton Marathon worthwhile.

CHRIS LEWIS
ASSISTANT DIRECTOR OF STUDIES, INTO MANCHESTER





INTO THE FUTURE

Delivering strong growth and sustainable operations are the core principles of our strategic plan for 2011-2015.

Growth will come from extending our network of higher education partners in existing and new regions, while continuing to expand our programme range. Our relationships with our partners will be further strengthened as we explore new areas of collaboration. We anticipate that the INTO network of partnerships will grow to 20 by 2013, and 30 by 2020.

Our partnerships with existing and new universities will help reshape and redefine the nature of international study.

What will the INTO network look like in 2020?

Through the strengths of our partnerships we will continue to develop our brand ensuring it remains synonymous with quality, transformation and excellent student experience. We will remain focused, agile and alert to emerging opportunities, harnessing the power of online education technologies to extend the reach of our partners even further.

The development of our World Education Centre programme, incorporating transnational and digital delivery with INTO study centres in London, New York and East Asia, will bring world class education opportunities within the reach of a much larger population of students.

5

WORLD EDUCATION CENTRES

30

JOINT VENTURES

With high ranking universities sharing transformational ambitions and qualities.

£500m

GROUP REVENUE

Estimate based on progressing volumes since INTO launched in 2006.

£870m

INCOME TO PARTNER UNIVERSITIES
from progressed INTO students.

3,000

NEW JOBS
Created across the group.

25,000

NEW STUDENT ENROLMENTS
EACH YEAR

International and domestic students.

Get in touch

www.into-corporate.com

[www.twitter.com/INTOnetwork](https://twitter.com/INTOnetwork)

www.linkedin.com/company/into-university-partnerships

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**STRONGER
TOGETHER**

**PARTNERSHIPS THAT
TRANSFORM UNIVERSITY
PERFORMANCE**