

Organisation name	International Language College, Newcastle
Inspection date	8–9 September 2022

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

Recommendation
We recommend accreditation with a spot check in the first 12 months when the school starts taking students aged under 18. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 and W11 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited International Language College, Newcastle in September 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+).</p> <p>Strengths were noted in the areas of strategic and quality management, student administration and academic management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

International Language College (ILC) is a language school based in Jesmond, a suburb to the east of Newcastle city centre. ILC opened in 2019 and continued to operate limited provision throughout the pandemic. The current director/academic manager took up his post in January 2022. The school offers open enrolment language courses year round and the majority of the students are resident in the local area. Although the school has accepted a total of six students aged under 18 in the past year (15–17), the decision was taken prior to the inspection to move to adult provision only, with a view to offering a junior summer school next year. The publicity was changed to reflect this decision.

The inspection took place over one and a half days. The inspectors held meetings with the owner of the school, the school director, the assistant school director and the administration and marketing manager. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. One inspector visited the one homestay which was being used by the school at the time of the inspection.

## Address of main site/head office

23 Portland Terrace, Jesmond, Newcastle NE2 1QS

## Description of sites visited

The school occupies a four-storey Victorian terraced building in the South Jesmond conservation area, a residential suburb of Newcastle. The main entrance leads to a reception area, a classroom and the director's office. A flight of stairs leads to the basement area where there is a classroom, a student room/self-study area and storage space. From the main entrance, a flight of stairs leads to the first floor where there are two more classrooms and the staffroom. One male and one female toilet used by staff and students are found on the second floor landing, and a small kitchenette for staff. A further two classrooms/meeting rooms can be found on the third floor. The school is close to a main thoroughfare used by many bus routes and is a five-minute walk to the nearest metro light rail station.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Year round the school offers General English courses for adult students as well as examination preparation courses and courses for Business English.

## Management profile

Responsibility for the day-to-day running of the school lies with the director; the two members of staff responsible for welfare, marketing and administration report to the director, as do the teachers, with the assistant school director providing additional support. The owner visits the school regularly and has weekly meetings with the director.

## Accommodation profile

Homestay accommodation is arranged directly by the school and there are currently three active homestays. The school also recommends three local residences but once the initial enquiry has been made students book directly with the provider. At the time of the inspection only two students were staying in homestay accommodation

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arranged by the school, with the remainder in privately rented accommodation or with a family member. One active homestay who has worked with the school for a number of years was visited by an inspector.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is mostly clear and accurate. *Strategic and quality management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The building used by the school is in good condition. Classrooms are adequate in size for the number of students, as is space for staff and students to work and relax in. There is a good range of teaching and learning resources for teachers.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The DoS has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive very good support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

### Welfare and student services

The provision meets the needs of students for security, pastoral care, information, and leisure activities on the whole, although the emergency plan needs to be more comprehensive. Students benefit from well-managed out-of-class activities. Most aspects of accommodation are managed satisfactorily but checks on homestays need to be improved.

### Safeguarding under 18s

No students under the age of 18 are currently accepted.

### Declaration of legal and regulatory compliance

D1 Sampling identified the following issue: the school relies heavily on photocopied course materials; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

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## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M3 The structure of the ELT operation is simple and clear and conveyed to students, staff and visitors to the school. There are photos and videos of staff on the website. Cover for key roles has been given careful consideration to ensure continuity at all times.

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M4 Channels of communication across all levels of the organisation are straightforward and work very well. A variety of communication channels is used to ensure that all stakeholders, including teachers and students are kept well informed. Frequent contact with the owner allows for support and speedy decision making should the need arise.

M5 Students have numerous opportunities to provide feedback, through questionnaires, tutorials and daily contact with a very accessible and welcoming staff. Action taken is both recorded and analysed, with staff seeing any feedback relevant to them.

M7 A comprehensive and regular quality review cycle is in place drawing on evidence from multiple sources including staff and student feedback. The self-evaluation undertaken for the inspection was clear and detailed, providing further evidence that processes and practices are constantly being examined with a view to improvement.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### **Comments**

M12 Appraisal of all staff takes place twice a year. Detailed records were seen showing it to be a robust and supportive process with targets set and areas for development recorded and acted upon.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

M14 All staff working with students are friendly, knowledgeable and approachable, demonstrating very good levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the school.

M15 The individual nature of the service provided ensures students receive detailed one-to-one support and guidance before enrolling on a programme. This level of support continues throughout their time at the school.

M16 The school operates a very flexible approach to cancellation and refunds with students being dealt with on an individual basis and their specific circumstances taken into account.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

#### Comments

Publicity consists of the website as the main medium, printed brochures and a range of social media.

M24 Course descriptions consist of 'can do' statements taken from the Common European Framework of Reference and the approximate number of study hours needed to reach a particular level, but there are no outline descriptions of courses including objectives and levels.

M27 The description of homestay accommodation does not give details of time, distance or cost of travel from the accommodation to the provider. Services for cleaning and laundry are not described for either type of accommodation offered, and the description of the residential accommodation does not make it clear that this is provided by other organisations.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

All criteria in this area are fully met.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 There were insufficient learning resources available for students resulting in an over reliance on photocopied materials.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength
<b>Comments</b>	
T4 The school director/DoS is TEFLQ and has a wide range of relevant teaching and management experience.	

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

<b>Comments</b>	
<p>T7 There are effective arrangements in place to ensure cover at all times. Two bank teachers, who know the school well, are available to step in at short notice and the director can also cover classes if needed.</p> <p>T8 Although teachers are given a great deal of advice and support on managing continuous enrolment, this advice is largely given through meetings and discussion and not yet detailed in the staff handbook.</p> <p>T9 The director encourages an open-door policy and provides a great deal of daily informal support. Newer, less experienced teachers are mentored by the director and more experienced teachers. Teachers in the focus group spoke very highly of the guidance and support they received.</p> <p>T10 Effective arrangements for the monitoring of teachers was seen. Teachers are observed formally twice a year and regular pop-in observations take place. Feedback notes and meetings are comprehensive and helpful. Peer observations also take place, and staff development workshops are organised to explore common issues arising from observations, or at individual teacher request.</p>	

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
<b>Comments</b>	

T13 Although the guiding course principles are displayed in classrooms and regularly discussed with students as part of ongoing monitoring and needs analysis, written weekly plans and intended learning outcomes are not routinely made available to them.

T16 The overarching aim of the course is to encourage students to engage with the world outside the ELT classroom, to practise newly acquired language skills and get the most out of their time in Newcastle and the UK.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All courses running at the time of the inspection were observed.

#### Comments

The assistant school director was teaching at the time of the inspection and was also observed.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 All teachers provided appropriate models and most showed sound knowledge of linguistic systems. Good simple explanations of grammatical points were observed. Occasionally over-complicated explanations were given which confused rather than helped students.

T24 Some profiles showed very good understanding of the cultural and linguistic needs of the students and lessons were designed to take these needs into account. There was a strong focus on developing students' communicative skills and building confidence. In some cases, profiles were perfunctory and consideration for what individual students needed was not always evident.

T25 Aims were expressed very clearly in all lessons, and some teachers referenced them. The activities students were engaged in and the sequence of activities were mostly coherent and it was clear to students in most cases, why they were doing something and what they were learning.

T26 Almost all teachers showed a good range of teaching techniques including nomination, regular checking of meaning, elicitation, prompting and gesture. Occasionally, there was an over-reliance on teacher explanation which resulted in too much teacher talking time, with little space for students to contribute.

T27 Effective use of technology and good clear boardwork was seen in some classes. In the best classes pair work was well managed; in others, students tended to remain static with no grouping or regrouping evident.

T28 Teachers used a variety of correction and feedback techniques in the best classes seen. At times, however, feedback was formulaic rather than developmental, missing opportunities to really focus on students' language needs.

T29 Evaluation of students' learning was done mostly through integrative tasks rather than stage by stage. In some lessons there was good use and selection of tasks and short assessment activities at intervals, to check whether learning was taking place. Teachers sometimes made reference to work covered previously. There were many opportunities for teachers to check and give feedback, but these were not always taken.

T30 Almost all classes evidenced high levels of rapport, varied interactions and activities, and a brisk pace. Teachers clearly knew and valued their students, and students were highly engaged throughout.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria with the majority being satisfactory or better. Teachers' knowledge of the language was sound, teaching techniques and resources were generally varied and appropriate, and the content of lessons was carefully chosen to meet the needs of students and to help them get the most out of their stay in Newcastle. Feedback to students was positive and encouraging, although some opportunities to correct errors were missed. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W2 The emergency plan is insufficient in scope and is not made known to staff and students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met



W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W9 The students' rooms were of a good standard and the students were satisfied with the provision.  
W10 The homestay visited does not change the student bedding on a weekly basis.  
W11 A gas safety certificate was not on file for two of the homestays currently used by the school.

### Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

### Comments

All criteria in this subsection are fully met.

### Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Not met

### Comments

W22 Residential accommodation recommended by the school is not regularly monitored by the school.

### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

### Comments

W23 Information on things to do in and around Newcastle is available from a wide range of sources including the website, social media, noticeboard displays and flyers at reception. The social programme manager is available to advise students and assist with booking tickets and travel arrangements.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 Sampling identified the following issue: the school relies heavily on photocopied course materials; the school should seek further advice from the relevant regulatory body or obtain independent legal advice.

### Organisation profile

Inspection history	Dates/details
First inspection	September 2022
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	12 December 2019
Ownership	Name of company: International Language Associate Ltd Company number: 12361408
Other accreditation/inspection	BAC
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	7	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	20	35
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>27</b>	<b>52</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	15+
Adult programmes: typical age range	19–60	16–60

Adult programmes: typical length of stay	12 weeks	6–12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Japanese, Ukrainian, French, Italian	Saudi Arabian, Japanese, Ukrainian, French, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	6–7
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
The school director (TEFLQ) has no scheduled teaching hours each week, but is the “cover for the cover” and may occasionally teach. The assistant school director (non-TEFLQ) assists in non-academic duties but teaches full time and is listed below.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	2	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	25	0

Overall totals adults/under 18s	27	0
Overall total adults + under 18s	27	