

Organisation name	InTuition Languages, Head office Darlington
Inspection date	20–22 June 2023

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited InTuition Languages in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

InTuition Languages is a home tuition organisation offering courses which include tuition and full-board accommodation in tutors' homes and an individualised leisure programme. Since the last inspection there has been a change of ownership and the operation is now owned by an investment company based overseas. Following the resignation of the previous chief executive officer (CEO), that role was taken on by the former school director/chief operations officer. A new director of studies (DoS) joined in 2021.

This compliance-only inspection, which was conducted remotely, took two days, a half day and a part day. Meetings were held with the CEO, the DoS, the operations manager, and the commercial director. During the week of the inspection 12 of the 19 teachers with students were visited in their homes. Of the remainder, five were unavailable at the times allocated, and two were part of teaching teams in two of the homes visited. Each remote visit included a tour of the home, a meeting with the teacher and one with their student(s), and observation of a lesson.

Address of main site/head office

106 Alton House, 27–31 Grange Road, Darlington DL1 5NA

Description of sites visited/observed

All teaching takes place in teachers' homes, a sample of which were visited remotely. The InTuition office team have a head office in Darlington (which was not visited) but mainly work remotely.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

Courses are bespoke and predominantly one-to-one or sometimes two-to-one. A range of courses which can be created by teachers for different purposes is offered.

Management profile

The operations manager, director of studies and commercial director all report to the CEO, who reports to the owners and shareholders.

Accommodation profile

Homestay accommodation (full-board) is provided by host tutors.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. 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.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Students' needs for security, pastoral care, information and leisure activities are well met, and students benefit from well-managed student services, an individualised leisure programme and a good standard of accommodation.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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.	Met
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.	Met
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.	Met
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.	Met

Comments

The organisation's mission statement is included in its publicity and staff handbooks. Clear objectives with timeframes are set out within functional areas of the business, and regularly reviewed. The management structure is clear, and team members understand each other's roles and responsibilities so that cover and continuity can be assured. The team is small but strongly supported by clear communications and effectively enabled by good technology. Discussions during home visits suggest that communications work well for teachers as well. There is a clear cycle of continuous improvement drawing on information from staff and student feedback, as well as individual team members in their specific area.

Staff management and development	Met
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.	Met
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

Human resources (HR) systems are effective and staff files generally well maintained. Induction procedures are appropriate and clearly set out for head office staff as well as teachers. Teachers work as contractors and do not have formal appraisals, but receive detailed feedback from observations and student feedback. The performance of non-teaching staff is regularly monitored and reviewed against targets in their area. Continuing professional development (CPD) is managed as required for office staff, and a range of recorded webinars is offered to teachers, many of whom commented positively on their usefulness.

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

Comments

The small team are able to provide cover or support as needed. As courses are bespoke, clients necessarily receive extensive information and advice. Systems provide strong support and information is easy for staff to retrieve. There are clear policies and procedures for dealing with complaints and student conduct. Although attendance is unlikely to be a problem in the home tuition context, it is clear that staff are extremely responsive to any issues experienced by students and teachers.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The InTuition website is the main medium of publicity.

In general, publicity is accurate and reasonably comprehensive, attractively laid out and straightforward to navigate. Some unsubstantiated claims appear; changes were made during the inspection but the claim to "work with only the

best Host Tutors” remains, as well as references to award-winning courses without details of awards. Most of the text is in clear and accurate English, although there are some minor typographic errors. There is insufficient information about the level of care for under 18s.

Premises and resources

Premises and facilities	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.	N/a
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

The teachers’ homes observed were all in a good state of repair, very clean and well maintained. Teachers had created appropriate spaces for learning; some of these were very informal, others similarly equipped to a classroom, and the rest ranged between. Resources such as dictionaries and writing materials were sometimes available. Food and drink is normally available as required and is a frequent topic of discussion between student and teacher.

Learning resources	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.	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.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

A range of well-organised teaching materials is provided by InTuition, as well as subscriptions to digital materials. Teachers also create and select additional resources themselves to varying degrees. Any technology and equipment is managed by teachers.

Teaching and learning

Academic staff profile	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.	Met
Comments	
The academic manager is TEFLQ with relevant experience. Teachers are appropriately qualified. A rationale was provided for one teacher who was QTS only but teaching adults; it was accepted in the context of this inspection as the teacher had extensive experience and is appropriately supported. The teaching team as a whole has a range of experience and skills for the courses offered; some with QTS status and/or experience with younger learners, and many with relevant life and work experience.	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
As courses are bespoke, matching of teachers and courses/students takes a wide range of factors into account. Similarly, timetabling can be managed and tailored to individual circumstances, and adapted in case of illness. Cover can also be provided if necessary, either through another tutor within easy reach, or by changing the placement. Teachers spoke very positively of the support provided by the academic manager, who also carries out observations; these are currently conducted through pre-recorded lessons.	
Course design and implementation	
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.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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.	Met
Comments	
Teachers create bespoke programmes with input from their students, and all criteria in the above section are broadly met. Guidance on designing and structuring the course is provided, and the InTuition materials bank and syllabus are based on recognisable principles, although there is no obligation on teachers to use these. Course records are submitted weekly and are the main means of monitoring and reviewing course design, including the extent to which areas such as study skills and independent learning are covered. Currently, there is no evidence of a systematic approach to this monitoring. In addition to formal lesson time, students are involved in everyday life with their teacher, as well as excursions and activities, all of which support language acquisition and continued learning outside the classroom.	
Learner management	
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 programmes are created for individual students, allowing placement, progress and all aspects of learning support to be effectively tailored.

Classroom observation record

Number of teachers seen	12
Number of observations	11
Parts of programme(s) observed	General language, language for work, exam preparation

Comments

Although 12 teachers were visited, only 11 were observed teaching due to a technical problem with one lesson.

Teaching: classroom observation	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.	Met

Comments

T23 Teachers generally demonstrated sound knowledge and awareness, and provided appropriate models and examples. Some provided good explanations of language items as they arose, and some dealt confidently with language questions. A number of teachers made use of their knowledge and awareness of their learner's native language.

T24 Plans had clearly been prepared and materials chosen with student needs, interests and preferences in mind. A few plans reflected the one-to-one context and sometimes students' cultural background had also been taken into account. In stronger lessons teachers were able to be flexible and responsive to emerging needs.

T25 Course outcomes had clearly been decided with students and were highly relevant. Lessons were logically sequenced.

T26 Teachers made use of a reasonable range of appropriate techniques, including elicitation and concept checking. In stronger lessons, teaching was effectively geared to the one-to-one context.

T27 Teaching areas varied considerably between homes, but were generally managed appropriately. Similarly, the range of materials and other resources was wide, but normally used effectively. Some teachers made good use of the home environment as a teaching resource.

T28 Teachers provided plentiful praise and encouragement as well as correcting errors that arose in the course of some activities. There was evidence in some lessons of delayed correction and planned feedback.

T29 Lessons included review, and relevant short tasks to evaluate learning. Some teachers responded immediately to their evaluation of learning and changed their plan or approach accordingly.

T30 Teachers and students had established good relationships and teachers often made good use of their familiarity with students' learning styles and preferences. Students were clearly very involved in their lessons and finding them interesting and enjoyable.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models. In many cases, lessons had been carefully planned with learners' interests and course objectives in mind. The techniques used were generally appropriate, and a varied selection of classroom resources were managed effectively. Teachers generally evaluated learning effectively and provided supportive feedback. The teacher-student relationship was very good and created a very positive and purposeful learning atmosphere.

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.	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

There are good systems to ensure students' safety in host tutors' homes and an emergency telephone number is given to both hosts and students. Pastoral care is the responsibility of a member of the head office staff, who contacts the student soon after their arrival. Pre-arrival information for students includes a code of conduct and covers travel options, life in the UK, and health care.

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.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	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

All the homes seen offered a comfortable living environment; several students had en-suites. Accommodation systems are well managed. The students interviewed expressed a high level of satisfaction with the meals provided.

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 area 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

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.	Met
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

Host tutors introduce their students to the local environment and suggest a programme of accompanied activities. A wide range of generic risk assessments is made available by the organisation and potential risks are discussed with students in advance of activities. The students interviewed were very appreciative of this part of their programme.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, four students were under 18. In the peak summer period, under 18s are likely to represent approximately 50 per cent of all students; at other times, the proportion is significantly lower.

The safeguarding policy is generally satisfactory, but lacks explicit information on cover arrangements and guidance on delayed suitability checks. These points have now been clarified and this is no longer a point to be addressed. Staff responsible for safeguarding are trained at specialist level; all hosts are required to provide evidence that they have completed basic safeguarding awareness training; and sound safer recruitment processes are in place. Recommended curfew times for students aged 14 to 17 are included in the host tutor manual but not in the parental/guardian consent letter or in information for students; however, this information has now been added. Hosts accompany students on organised activities and any costs are included in the course fee. Head office staff visit all accommodation for under 18s, check required documents, and complete a detailed checklist.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1996
Last full inspection	2018
Subsequent spot check (if applicable)	Scheduled for 2020 but did not take place
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	MFL tuition outside the UK EFL tuition outside the UK
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1992
Ownership	Name of company: InTuition Languages Ltd Company number: 02685909 InTuition Languages Ltd is 100% owned by Happy City Ltd, a Cayman Islands holding company, which is turn 97% owned by Fullshare Holdings Ltd, a company listed on the Hong Kong Stock Exchange.
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	All tuition is undertaken in tutors' homes, which are located across the UK.
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	14	65
Full-time ELT (15+ hours per week) aged 16–17 years	0	40
Full-time ELT (15+ hours per week) aged under 16	4	20
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	18	125
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Spanish, Russian	French, Spanish, Italian, Swiss
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	19–65	19–65
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	French, Swiss, Spanish, Italian	French, Swiss, Spanish, Italian, German

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	125
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	15	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

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 academic manager is home or office-based and does not teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	15
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	0
Total	19

Comments

One teacher was QTS only but teaching adults. In two homes, students were being taught by two tutors; only one was observed in each case.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	14	4
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	14	4
Overall total adults + under 18s	18	