

| | |
|-------------------|---------------------|
| Organisation name | InTuition Languages |
| Inspection date | 17–20 July 2018 |

| 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. |

| Summary statement |
|---|
| <p>The British Council inspected and accredited InTuition Languages in July 2018. 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 private language teaching organisation offers courses in general and professional English for adults and for under 18s in teachers' homes.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, course design, teaching, and leisure opportunities.</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 in general and business English for adults and general English for juniors aged 10–17 years in teachers' homes. The course content is based on students' needs. Courses include tuition, accommodation and all meals, and a leisure programme.

The head office is in central London. Host tutors are located across the UK, although the majority live in London and south east England. Regional co-ordinators provide administrative support in areas around the UK, recruiting and revisiting host tutors, and arranging airport transfers in their local area.

The inspection was carried out by two inspectors and took place over two full days and two half days. Meetings were held at head office with the managing director, the director, the host tutor manager, the course manager, the director of studies (DoS) and the assistant director of studies (ADoS). The academic consultant did not attend the inspection but was interviewed on the telephone. Of the 50 host tutors employed during the week of the inspection, ten were visited and observed. Inspectors visited two host tutors together, both in north west London. The remaining eight host tutors were visited by one or other of the inspectors. Two were based in Brighton, two in west London, two in south west London and two in the Croydon area. Inspectors returned to the head office on the final afternoon of the inspection to conduct further meetings and hold a final round-up.

Address of main site/head office

4 Ravey Street, London EC2A 4QP (Head office)

Description of sites visited

The head office is on the second floor of a commercial building near Old Street underground station in central London. There is a large open-plan office for the director and administrative staff. There is a staff kitchen along one side of the office. The managing director and finance manager share an adjoining office. A meeting room is also available on the first floor.

The host tutors provide their students with a bedroom, all meals and a teaching area where lessons take place.

Host tutors visited:

North west London: Young Learners, 2:1, Italian females, 15 and 16 years, one week, 20 lessons per week

North west London: Young Learners, 2:1, Italian females, both 17 years, two weeks, 15 lessons per week

Brighton: J2J*, 2:1, Italian male, 15 years and Polish male, 15 years, two weeks, 15 lessons per week

Brighton: Young Learners, 1:1, French male, 15 years, one week, 25 lessons per week

West London: General English, 1:1, German female, 21 years, two weeks, 15 lessons per week

West London: General English, 1:1, German female, 18 years, one week, 15 lessons per week

Croydon: Super Juniors, 1:1, Chinese male, 9 years, one week, 15 lessons per week. Student accompanied by mother, who was accommodated in the same house.

Croydon: Professional English, 1:1, Swiss female, 44 years, one week, 20 lessons per week

South west London: Exam preparation, 1:1, Italian female, 16 years, two weeks, 20 lessons per week

South west London: General English, 1:1, Belgian male, 21 years, two weeks, 25 lesson per week

*See explanation of J2J in 'Course profile' below.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults | <input checked="" type="checkbox"/> | <input checked="" 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 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 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

Nearly all courses are one-to-one, although two-to-one courses are also available. Courses typically last one or two weeks. Where students book longer courses, they are normally moved to a new host tutor after two weeks.

Course options for adults include general English, professional English and exam preparation. There is a choice of 15, 20, 25 or 30 hours' tuition per week. At the last inspection, the age range on the young learners programme was 14–17 years, with either 15 or 20 hours' tuition per week. A new Super Juniors course has since been introduced for students aged 10–13 years, with 15 hours' tuition per week plus 10 hours of activity-based learning. The J2J course for young learners (14–17 years) is a two-week programme available for two students on specific dates in the summer. Students enrolling independently are matched with another student of the same sex, a similar age and level of English, and a different nationality.

Accommodation profile

All students stay with their tutors for the duration of their courses. The inspectors visited ten homes. The standard of the tutors' accommodation sampled ranged from very good to adequate. Tutors are located all over the UK; those visited during the inspection were in London, Croydon and Brighton.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The organisation is well managed by the managing director and his team to the benefit of students and staff. Strategic and quality management and staff management and development are both of a good standard. There are effective systems in place to ensure that feedback is collected from students and staff. Student administration is efficiently handled, with a clear focus on matching each student with the most suitable host tutor. The publicity gives a fair and accurate description of the range of home tuition services provided. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. Host tutors provide suitably furnished and equipped teaching facilities. Tutors have access to a good range of teaching materials provided online and have each developed their own resources to supplement the online materials.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers are suitably qualified and experienced to teach the range of courses offered, and are well supported by the academic management team to ensure that they meet the needs of their students. Programmes of learning are well designed and are closely linked to students' own learning objectives. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is generally of a good standard and appropriate management systems are in place. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and there are robust procedures in place. These include a dedicated 24-hour emergency number. However, some DBS checks had not been renewed or were for other types of activity.

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. | Strength |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | Strength |
| 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. | Strength |
| M5 The provider regularly obtains and records feedback from students on all the services | Met |

| | |
|--|----------|
| offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | |
| M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded. | Strength |
| 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

M1 The core values of the organisation, which focus on the school's approach to home tuition, are clearly stated and are communicated effectively through the publicity, in staff manuals and through staff induction. Values are reviewed at the annual strategy day and are reinforced through staff appraisals.

M2 A detailed strategy document prepared by the managing director sets out future plans for the development of the organisation, including improvements to administration systems, new methods of course delivery and marketing initiatives. Future plans are discussed at an annual strategy day meeting.

M4 There is excellent informal communication between the administrative staff as they work together in an open-plan office. The managers and the administrative team both meet weekly and there are monthly meetings of the academic management team. Host tutors receive regular newsletters and are kept informed of developments through the organisation's teacher portal. Regional gatherings of host tutors are held at various locations in the UK throughout the year.

M5 All students are contacted by telephone on the second day of their course to check if there are any problems with either course or accommodation. Any problems are followed up promptly. Students also complete an online end-of-course questionnaire. Results are collated, circulated to agents and used in publicity. Student feedback is forwarded to tutors.

M6 Administrative staff provide feedback at quarterly review meetings. Tutors send in feedback at the end of each course through the online portal. They also give feedback at regional gatherings and the annual host tutor development day. There is an annual online survey of host tutors; collated results are published on the website.

| | |
|---|----------|
| 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. | Strength |
| 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

M10 A detailed recruitment policy and a comprehensive staff handbook are in place. In the case of host tutors, an initial screening interview is followed by a home visit. In some cases, for example when potential hosts live in a remote location, the home visit may be conducted by video call, although a visit in person is required for all host tutors accepting under 18s. Suitability checks, including references, are routinely undertaken.

M11 Tailor-made induction plans are drawn up for all new administrative staff at head office. A detailed feedback sheet is completed by staff at the end of the process. Staff confirmed they were effectively inducted. Newly recruited host tutors receive a comprehensive manual, with supplementary information on hosting under 18s if appropriate. Guidance on meeting students' learning needs is provided at induction.

M12 Since the last inspection, the organisation has introduced quarterly appraisals for administrative staff to ensure that performance is closely monitored. Employees receive feedback on performance and targets are agreed. Notes on the appraisal meeting are kept. The head office staff handbook sets out procedures for dealing with unsatisfactory performance.

| | |
|---|------------------|
| Student administration | Area of strength |
| 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. | 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. | Strength |

Comments

M14 High customer service standards are identified as an important part of the organisation's ethos. Collated feedback indicated that support from the administrative team was of a consistently high standard and this was further confirmed by students visited by the inspectors. There is close liaison with agents. Some are given remote access to the database in order to enrol their students.

M15 Great care is taken to match students with host tutors, according to the age, level and learning objectives of the student and their preferred location. Detailed tutor profiles are sent to students in advance.

M18 The holder of the emergency telephone has remote access to the database and printouts of all current students and host tutor details, as well as all current airport transfers booked all over the UK.

M21 Complaints are carefully logged and promptly dealt with. Inspection of the complaints ledger indicated that in the few cases where complaints arise, prompt action is taken to deal with any problems, including transfer of the student to an alternative host tutor.

| | |
|--|-----|
| 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. | 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. | 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 publicity consists of a website, with three printed brochures presenting the adult general English courses, business and professional courses and the young learners courses. The brochures are also downloadable from the website.

M22 There is a minor inaccuracy on the website about the location of the head office. The statement that all host tutors are personally visited is not true, as some initial visits are conducted on Skype. Both these inaccuracies were corrected shortly after the inspection and are no longer points to be addressed.

M24 Lesson breaks are not consistently presented in the various versions of the timetable in the publicity.

M29 The school is aware that the version of the Accreditation Scheme marque relating to home tuition is no longer to be used. The correct version is now used on the website and in the brochures, although some incorrect versions are still in use on various printed documents.

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 | Met |

| | |
|--|-----|
| available to students on site, if not available locally. | |
| 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

P1 All ten homes visited provided a pleasant and comfortable environment for the students. The size of homes and the standard of repair and decoration varied, but all met minimum requirements and many were of a high standard.
P2 Host tutors had all created a suitably furnished teaching area, with a table or desk, whiteboard or flipchart, and in some cases local and world maps.
P4 All meals are provided for students by host tutors. Students all confirmed that their hosts were providing food of a good standard.

| | |
|--|-----|
| 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. | 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 The teachers' portal on the website has a wide range of materials, organised according to level, course type and language skill. Host tutors are encouraged to use their own supplementary materials, for example flash cards; they can also request specific books from head office.
P8 The portal also provides tutors with links to useful websites, ideas and suggestions for teaching and sources of podcasts.
P9 Host tutors provide their own educational technology. This typically includes a computer, printing/copying facilities, stationery, and whiteboard or flip chart.

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. | Strength |

Comments

T1 Of the 50 host tutors employed at the time of the inspection, three did not have Level 6 qualifications. Rationales were provided for each of these host tutors and were accepted within the context of this inspection, as all had followed academic courses at post-school level.
T2 Of the 50 host tutors employed at the time of the inspection, two did not have a TEFL qualification. Rationales were provided for both tutors. One had a PGCE and a background in teaching at primary level in the state sector. This person is employed only on young learners courses. The other had 30 years' experience of teaching ELT in the UK and overseas. The rationales were accepted in the context of this inspection.
T4 The DoS, ADoS and academic consultant are all TEFLQ and have substantial and relevant experience. The DoS works two days per week, the ADoS one day per week and the academic consultant assesses an average of four recorded host tutors' lessons per month.

| | |
|--|----------|
| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Strength |
| 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. | Strength |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Not met |

Comments

T5 The course manager and the placement co-ordinator match host tutors and students, using database filters to identify host tutors' availability and select a tutor with relevant skills and knowledge.

T6 The number of hours to be taught on each course is clearly specified, but host tutors and students are free to negotiate breaks and timings of lessons.

T7 In the case of illness, a cover teacher may come to the host tutor's home to deliver lessons. Alternatively, the student is moved to another home.

T9 The DoS and ADoS are available to provide support on the telephone or by email. Host tutors also benefit from attendance at regional gatherings and teacher development days, as well as participation in social media forums. Tutors commented positively on the level of support provided.

T10 Most observations are carried out by the DoS on Skype. The academic consultant assesses recorded lessons, some audio recordings, some video recordings. Host tutors complete a self-reflection form after the lesson. Completed feedback forms were sampled; detailed and constructive comments were provided in all cases. The policy is to observe all host tutors at least once per year. However, two of the ten tutors had not been observed; one started working for the organisation in October 2016 and the other in early summer 2017.

| | |
|--|------------------|
| Course design and implementation | Area of strength |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Strength |
| 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. | Strength |
| 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. | Strength |
| 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

T11 Students set out their learning objectives in advance on the pre-course planner. On arrival the tutor finalises the learning objectives and completes a weekly learning schedule which also includes proposed activities and excursions. Tutors also carry out a diagnostic listening test, record a sample of their student speaking English and complete an initial level profiler for their student. Detailed guidelines on the planning process are included in the host tutors' manual.

T13 The weekly learning schedule is shared with students and is reviewed and updated during the course, based on feedback from students and host tutors' identification of their students' further learning needs.

T14 Students benefit from being accompanied on activities by their host tutor. Tutors prepare activities with their students during lessons. There was evidence of language-based follow-up to activities in the observed lessons.

| | |
|---|----------|
| Learner management | 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' | Strength |

| | |
|---|-----|
| progress. | |
| 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. | N/a |

Comments

T18 Tutors record students speaking at the end of the course and also complete the level profiler. Tutors highlight areas of progress achieved. A mid-course review is used to check that the student is satisfied with course content and the level of the materials used.

Classroom observation record

| | |
|--------------------------------|-----|
| Number of teachers seen | 10 |
| Number of observations | 10 |
| Parts of programme(s) observed | All |

Comments

Two host tutors were observed by both inspectors, the remaining eight by one or other inspector.

| Teaching: classroom observation | Area of strength |
|---|------------------|
| 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. | Strength |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Strength |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Strength |
| 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 Teachers were able to model language effectively and accurately. In two segments, tutors used the phonemic chart to support the teaching of pronunciation. Explanations of vocabulary were accurate and helpful.

T24 In nearly all cases, teachers had taken care to plan lessons which linked closely to the student's overall learning objectives. Role play was used effectively in professional English classes to simulate real-life situations in which the student would be using English in their job. Students commented positively on their tutor's ability to help them with their specific language learning needs.

T25 Lessons were well planned and focused on specific learning outcomes. They were clearly structured and coherently staged. In the case of young learners, there was plenty of variety within the lessons to maintain interest and motivation.

T26 A good range of techniques suitable for one-to-one teaching was observed including drilling of corrected sentences and intonation patterns, pre-teaching of vocabulary, games and effective elicitation. Pair-work and nomination were used appropriately in the classes with two students.

T27 Computers were used efficiently in nearly all segments. Boardwork was mostly effective. In one case, maps displayed in the teaching area were a useful focus for discussing future visits. Laminated photos were used to good effect with a young learner. Some classes were rather static; in the best segments students were encouraged to move around during activities.

T28 Tutors had a good range of correction techniques; students were often encouraged to correct their own mistakes. There were a few cases of under-correction, particularly relating to pronunciation.

T30 Motivation was high in all lessons and students were genuinely engaged. Topics and tasks were clearly of relevance to the students in nearly all cases and students responded positively. Students commented that they

were satisfied with lessons and felt that they were making good progress with their English.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority of lesson segments observed being very good or good. Teachers had sound knowledge of the linguistic systems of English and were able to adapt their language to the students' level. Lesson content was closely linked to students' identified learning needs and was clearly kept under close review during the course. A good range of teaching techniques was observed and educational technology was competently used. Tutors were well able to engage and motivate their students and give genuine attention to their needs and interests.

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. | Strength |
| 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

W1 Gas safety certificates and fire risk assessments are required for all host tutors' homes A checklist is provided for tutors to go through with newly-arrived students to familiarise them with 'house rules' and other social and local information and provide an understanding of any potential risks.

W2 There are two sets of emergency guidelines, one for the tutors and their students and one for head office and its staff.

W3 Students are contacted on the telephone by a member of head office staff at the beginning of their course. This staff member, if possible a speaker of the student's first language establishes him or herself as the contact person for welfare issues.

W5 There are two 24-hour emergency contact numbers, one for general issues and one for safeguarding. They are listed, together with office hours contact details on several pre and post-arrival documents and on a fridge magnet issued to all host tutors.

| 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. | Strength |

| Comments | |
|--|--|
| W12 Students receive personalised information about the host tutors, other residents and the area in which they live, with photographs. | |
| W13 Initial feedback is obtained during the “greet’ call (see W3). Any action taken is recorded fully and accessibly. | |
| W15 In addition to general advice about well-balanced and healthy meals, the host tutor manager has provided sources of information about a number of specialised dietary requirements that students may have. | |

| <i>Accommodation: homestay only</i> | |
|---|-----|
| 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 | |
|-----------------|--|
| None. | |

| <i>Accommodation: other</i> | |
|---|-----|
| 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 | Area of strength |
|---|------------------|
| 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. | Strength |
| 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. | Strength |

| Comments | |
|---|--|
| W23 Details of local amenities and opportunities are given to students on their arrival. One of the main aims of the course is to enhance the student’s experience of studying in the UK by providing an appropriate extra-curricular programme. | |
| W24 The fully tailor-made leisure programme is arranged according to the interests and needs of students. The host tutor has specific responsibilities for organising all events. There are at least two visits per week and, if the course is longer than one week, a full day excursion at the weekend. | |
| W26 The host tutors’ manual instructs teachers to assess the risks of all extra-curricular activities organised and take any necessary precautions. A large number of generic risk assessment are provided; the tutor notes the number of the risk assessments used on the weekly record of work done. It is a requirement that first aid kits are available on all activities organised for juniors and there are detailed notes on dealing with possible risks and emergencies. | |
| W27 Host tutors have considerable experience of organising leisure opportunities that meet the specific needs and interests of their students, who commented favourably on this aspect of their courses. | |

Safeguarding under 18s

| Safeguarding under 18s | |
|---|-----|
| 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. | |
| | 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. | Not 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

Students under 18 normally make up about 50 per cent of the total during the summer months. At the time of the inspection there were 28 out of a total of 54. The proportion is significantly lower at other times of the year.

S1 There is a comprehensive safeguarding policy that identifies the DSL and the staff member who covers for her when she is absent. The DSL has a dedicated 24-hour safeguarding emergency phone.

S3 There is a consent form that meets the requirements of the criterion. At the beginning of the inspection it contained a grammar error and a misleading statement written in inaccessible language; these were rectified during the inspection.

S4 Recruitment procedures are generally in line with safer recruitment good practice and host tutors and other adults in their homes had been DBS checked, but in some cases the checks were for other types of activity or had not been renewed within three years.

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 | 1999 |
| Last full inspection | 2014 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | 2016 |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | International House World Organisation |

| | |
|---|---|
| Other related non-accredited schools/centres/affiliates | Home tuition courses in Ireland, Malta, USA, Canada and Australia Foreign language courses in France, Germany, Italy and Spain |
|---|---|

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1990 |
| Ownership | Name of company: InTuition Languages Ltd Company number: 2685909 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|---|
| Details of any additional sites in use at the time of the inspection but not visited | At the time of the inspection 50 host tutors and the DoS were teaching courses in their own homes. Of these ten were visited by the inspectors. |
| Details of any additional sites not in use at the time of the inspection and not visited | N/a |

| Student profile | At inspection | In peak week: July (organisation's estimate) |
|--|---|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 26 | 58 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 12 | 12 |
| Full-time ELT (15+ hours per week) aged under 16 | 16 | 4 |
| Part-time ELT aged 18 years and over | 0 | 0 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 54 | 74 |
| Junior programmes: advertised minimum age | 10 | 10 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Spanish, Italian, French | Spanish, Italian, French |
| Adult programmes: advertised minimum age | 18 | 18 |
| Adult programmes: typical age range | 35–60 | 35–60 |
| Adult programmes: typical length of stay | 1–3 weeks | 1–3 weeks |
| Adult programmes: predominant nationalities | Swiss, French, Spanish, Italian, German | Swiss, French, Spanish, Italian, German |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses | 50 | 56 |
| Number teaching ELT 20 hours and over a week | 30 | |
| Number teaching ELT under 19 hours a week | 20 | |
| Number of academic managers for eligible ELT courses | 3 | 3 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 8 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

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

The three members of the academic management team are the DoS, the ADoS and the academic consultant.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 8 |
| TEFLI qualification | 39 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 1 |
| Teachers without appropriate ELT/TESOL qualification | 2 |
| Total | 50 |

Comments

The DoS was teaching during the week of the inspection and is not included in the above figures.

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 | 0 | 0 |
| Private home | 0 | 0 |
| Home tuition | 26 | 28 |
| 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 | 0 | 0 |
| | | |
| Overall totals adults/under 18s | 26 | 28 |
| Overall total adults + under 18s | 54 | |