

Organisation name	ALPADIA UK Limited, head office London
Inspection date	8–11 August 2022

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 with a spot check next summer to ensure that weaknesses in teaching and learning and legal and regulatory compliance have been addressed.

Summary statement
<p>The British Council inspected and accredited Alpadia by Kaplan in August 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers residential courses in general English for under 18s in school premises.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, care of students, leisure opportunities and safeguarding under 18s.</p> <p>The inspection report noted a need for improvement in the area of teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Alpadia by Kaplan was established in 2019 as a result of Kaplan's acquisition of the Alpadia group of language schools, and the subsequent formation of Kaplan International Languages. Alpadia runs seasonal summer centres for learners aged 10–17.

Alpadia ran centres at Brighton, London and Keele in 2019, but due to the global pandemic no centres operated in 2020 or 2021. During the summer of 2022 centres are being run in London at Goldsmith's University and in Brighton, at Roedean school.

The inspection took place over three and a half days, with two and half days spent in London and one day in Brighton. Meetings were held with members of the Alpadia senior management and sales teams, and the Kaplan compliance and operations teams, as well as the Alpadia summer camp general manager. On each site, meetings were held with the camp manager, academic manager, host school liaison, activity manager and welfare manager. In addition, separate meetings were held on each site with groups of students, teachers and activity leaders. Inspectors were given a full tour of both sites, and one inspector visited the accommodation at each camp.

Address of main site/head office

Palace House, 3 Cathedral Street, London SE1 9DE

Description of sites visited/observed

The Brighton camp is based at Roedean School (Roedean Way, Brighton BN2 5RQ) on the outskirts of the city. The site houses a number of buildings including boarding houses, classrooms, offices, a sports hall, and a swimming pool as well as grounds with a number of sports pitches.

The London camp is based at Goldsmith's, University of London (8 Lewisham Way, New Cross, London SE14 6NW). This is an urban university building in New Cross, in zone 2. The main Goldsmith's building holds the office space, catering, classrooms and outdoor relaxation areas. There are two accommodation blocks located nearby, Ewan Henderson Court and Surrey House.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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

Alpadia runs general English classes five mornings per week. The morning is split into general English for 135 minutes and project English for 45 minutes. Students can also opt to join the intensive programme which offers another 45 minutes of classes each morning.

Management profile

Alpadia is managed by a senior management team based in Montreux, Switzerland. Kaplan, as the parent company, is responsible for ensuring quality assurance and compliance with the relevant statutory legal requirements, and that the criteria of accrediting bodies are fulfilled. Kaplan and Alpadia share marketing and sales channels.

The UK Manager oversees all UK-based summer camp operations. He is managed by the global summer camps manager. Each camp has a centre manager who is responsible for the day-to-day running of the camp, supported by a director of studies, activities manager and welfare manager.

Accommodation profile

On-site full-board residential accommodation is provided to all students. At Goldsmith's rooms are in two university residences owned by a private provider, with oversight from university staff. Rooms are single ensuite, arranged in flats with a shared sitting room area. At Brighton, the rooms are arranged in student houses with shared bathroom facilities. The majority of dormitories contain between one and four beds. Each student house has a large, comfortably furnished common room for relaxation. Both sites offer a laundry service to all students.

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 in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out effectively. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable, pleasant 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 students and staff where needed. *Premises and facilities* is an area of strength.

Teaching and learning

Overall the provision meets the section standard. The academic team has an appropriate profile, and academic management mostly offer good support to teaching and learning. Course design, and academic administration are satisfactory. However, there is a need for improvement in *Teaching*.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students is ensured in a practical and sensitive manner; accommodation is of a good standard and well managed. The leisure programme provides a mixture of appropriate activities staffed by a conscientious and appropriately experienced team. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are sensitive and effective policies and procedures in place to safeguard students under the age of 18. Policies have benefited from expert input, and implementation is thoughtfully executed. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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.	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	
M1 The organisation has a very clear vision and mission which is well known by managers and communicated to staff through the school's website, job descriptions and induction programmes.	
M2 The provider has objectives for the future focused on improving quality and increasing business volume. The objectives are explicitly stated, measurable and are monitored by managers and directors.	
M3 The structure of the operation at head office and at camp level is well documented and clearly communicated. There are very effective lines of management and communication.	
M4 There is an excellent culture of communication from head office to camp level. There are very good channels of communication throughout the organisation including formal minuted meetings and more informal day-to-day interactions.	
M5 There are excellent systems in place for collecting and recording student feedback, as well as very good evidence of action being taken and services improved in response to feedback.	
M7 There is good evidence of planning for continuing improvement. The provider has excellent review systems in place which take into account a range of sources of references, including previous inspection reports and staff and student feedback.	

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.	Strength
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	
M10 Recruitment procedures and practices are thorough, well organised and consistently implemented, ensuring that staff files are complete and that experienced well-qualified staff are recruited.	
M12 Monitoring and appraisal systems for permanent and seasonal staff are supportive, evaluative and an integral part of everyone's experience working at Alpadia.	

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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments	
M20 Conditions and procedures are covered very clearly in the student code of conduct, which is signed by all students. In addition, they are reiterated with clarity in the student handbook and during student induction.	

Publicity	
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.	Strength
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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

The primary medium for publicity is the website. In addition, there is an electronic brochure which is available via the website and is often used by agents. There are also some agent-specific materials which are available via the website.

M23 Publicity is presented in clear accurate English and is written in language which is accessible to level B1 speakers. Furthermore, it is available in translation for key language groups.

M28 On the website, teachers are described as 'qualified', when this is not the case for all teachers employed. This was rectified on the website during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
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	

P1 Premises are in very good condition, clean and well maintained and providing a very comfortable space for students and staff.

P2 Classrooms are spacious, quiet with good natural light and ventilation, providing students with a highly suitable learning environment.

P3 The premises are welcoming and well furnished and provide students with ample space for relaxation, both inside and outside.

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.	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

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	
T1 Of the 22 academic staff working during the week of the inspection, 21 had a Level 6 qualification or equivalent. A rationale was submitted and accepted on the basis that the overall staff profile was sufficiently qualified.	
T2 The teaching team at the time of the inspection included two teachers without a recognised TEFLI qualification. A policy rationale was submitted and accepted on the basis that the staff profile was sufficiently qualified, and that the teachers employed had significant training and experience.	
T4 One of the two academic managers did not have a TEFLQ qualification. A rationale was submitted and accepted on the basis that they were appropriately deployed, and significant support, including the observation of teachers, was provided by TEFLQ colleagues.	

Academic management	Met
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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T7 Cover arrangements are thorough and well thought out, ensuring that cover is always available. Teaching records are in place to ensure that there is continuity in teaching when cover takes place.	
T10 Observation processes ensure that all teachers are observed twice during the summer, and that they receive high-quality oral and written feedback. Teachers reported appreciation of the process.	

Course design and implementation	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.	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

T13 Teachers do not produce weekly plans in any form for general English, project English or intensive classes, and therefore no course outlines are made available to students.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not 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

T17 While there are formal procedures in place for the testing and placement of students, the process does not reliably result in students being placed in homogenous groupings according to English level.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	General English, project English, intensive programme

Comments

All teachers timetabled for the week of the inspection were observed once.

Teaching: classroom observation	Need for improvement
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.	Not 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.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 In the majority of segments, language was clearly dealt with by teachers. Explanations, models and examples were appropriate.

T24 Most plans included class profiles which sufficiently identified students' learning needs. In general, topics and materials were appropriate for the students' profiles and for the course objectives.

T25 In most cases, lesson plans included teaching aims or examples of student activities rather than learning outcomes. There was very little evidence of aims being shared with students, and there was often no clear link between the objectives of the lesson and the activities taking place.

T26 In most segments observed, a range of techniques was used with confidence. There were varied questioning techniques and good use of elicitation and nomination.

T27 There was some very effective use of audio-visual technology, including use of interactive whiteboards. In addition, mini-whiteboards were used to good effect. Some classes included well prepared materials, and in stronger segments, teachers used the students as a resource through games and competitions.

T28 Overall monitoring and feedback was not effective. There were often missed opportunities for correction particularly during freer speaking activities where there was very little evidence of feedback or opportunities for language development.

T29 In general, the checking of the learning was not consistent. There was little evidence of the checking of the understanding of the meaning, form or pronunciation of language, and very few opportunities for students to check their progress in terms of the learning aims.

T30 Overall the learning environment was student centred, and teachers adopted a warm, friendly approach, ensuring a positive learning environment.

Classroom observation summary

The teaching observed did not meet the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. In many cases, lessons had been carefully planned with learners' needs and course objectives in mind, although learning outcomes were not clearly stated nor shared with students. The techniques used were for the most part appropriate to the age range, and classroom resources were managed competently. There was a lack of focus on the evaluation of learning and feedback to learners. Overall, teachers created an atmosphere conducive to learning.

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
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.	Strength
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 There is very good provision to ensure the safety and security of students on both sites visited. Comprehensive premises risk assessments were seen as well as records of regular fire drills. Both premises visited, particularly the Brighton site, provide a very secure location for students.

W2 A crisis management procedure with direct links to head office is in place, with detailed policies and procedures to respond to a wide range of emergencies. The communication procedure is clear, and key information is disseminated to staff during the induction process. Relevant elements are made known to students at induction.

W3 Pastoral care for students is prioritised across the organisation and all staff spoken to understood they had a part to play in the wellbeing of students, regardless of their job. Dedicated welfare officers are employed specifically to attend to the welfare needs of students, and all students spoken to in the focus groups said they felt very well looked after and knew who to go to with any problems.

W4 Respect features prominently in the organisation's ethos, and this is made visible from student and staff induction presentations to board displays on the sites. It was clear from speaking to staff that this is taken seriously, and there is a robust process in place for dealing with unacceptable student behaviour.

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.	Strength
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.	Strength
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

W11 Accommodation is checked thoroughly with host centre staff and again by Alpadia staff before each group of students arrives. Checklists are in place and spot checks are carried out.
W13 There are very good systems to make sure students give early feedback if there are any issues with accommodation. At Goldsmith's welfare officers greet students after their first night on site to check if there are any problems; at Brighton, welfare officers show students to their rooms and make sure students understand they are the first point of contact. On both sites Alpadia staff work very closely with host centre staff to ensure any difficulties are quickly resolved.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

No homestay accommodation is offered.

<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.	Met
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength

W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
<p>W24 A very well planned and varied leisure programme is offered to appeal to the different ages and interests of students. Contingency plans are in place to make sure the leisure programme always runs, regardless of weather or any other unforeseen problems.</p> <p>W25 The leisure programme is well organised and resourced; plans for each activity are thorough, activity managers are very aware of their responsibilities and teams are well managed.</p> <p>W26 Systems to ensure the health and safety of students are very effective. A risk assessment is drawn up for each activity and staff organising the activities or going on the excursions give feedback after each activity so that risk assessments can be used proactively as 'live' documents and changes made if needed.</p> <p>W27 All staff receive training at induction and, wherever possible, are matched to activities where they have particular interest or expertise. Activity staff are encouraged to suggest additional or alternative activities and to be responsive to levels of student engagement and enjoyment.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
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	
<p>All students enrolled on the residential vacation courses are under 18. The ages range from 13–17 to 10–17 depending on the centre. At both centres visited, all students fell within the site-specific age ranges.</p> <p>S1 There is a comprehensive safeguarding policy and procedure in place, which has benefited from expert input and is reviewed every year. A wide range of practical supporting documents is in place such as a safer recruitment policy and guidance for everyone in the organisation on appropriate behaviour and keeping children safe.</p> <p>S2 All staff receive safeguarding training and guidance and everyone coming into contact with the organisation is made aware of the safeguarding policy. Students are made aware of the relevant points of the policy at induction.</p> <p>S4 Safer recruitment features strongly across the organisation. References asking about an applicant's suitability to work with under 18s were seen and suitability checks were in place in all staff files sampled.</p> <p>S5 Supervision of students during lessons and activities is handled very well. A number of well organised check-ins take place throughout the day at both centres, and staff were observed carefully supervising and monitoring.</p> <p>S6 Good procedures are in place to enable staff to manage this sensibly. Parental consent is obtained for any free unaccompanied time; students with this consent are identified on their lanyards, which they must wear at all times. There are clear procedures in place, known by all staff, for responding to missing students.</p>	

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .
<p>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.</p>

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 course syllabus is heavily dependent on photocopies from coursebooks, and in some cases copying exceeds the limits set by the relevant authority. The provider should seek further advice from the relevant statutory body or obtain independent legal advice.

Inspection history	Dates/details
First inspection	2016
Last full inspection	2016
Subsequent spot check (if applicable)	2017
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2021
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Kaplan Language Group
Other related non-accredited schools/centres/affiliates	Alpadia Summer Camps in France, Germany & Switzerland, Kaplan schools in Australia, New Zealand, USA, Canada & Ireland.

Private sector

Date of foundation	2014 as Alpadia.
Ownership	Name of limited company: Aspect International Language Academies Ltd Company number: 2162156
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Palace House, 3 Cathedral Street, London SE1 9DE
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Alpadia London
2. Name of centre	Alpadia Brighton
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	0			

17 years and under	131	151			
Overall total	131	151			
U18 programmes: advertised minimum age(s)	13 years	10 years			
U18 programmes: advertised maximum age(s)	17 years	17 years			
Predominant nationalities	French, Spanish, Swiss, German, Italian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	10	12			
Total number of activity managers and staff	7	11			
Total number of management (non-academic) and administrative staff	9	4			
Total number of support staff	2	3			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	0	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	0			
Total	1	1			
<i>Comments</i>					

Academic managers did not teach during the week of inspection.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	7	11			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	2	0			
Total	9	11			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			

Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				131	151			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
Arranged by student/family/ guardian	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	0	0				131	151			

Centres	1	2	3	4	5
Overall total adults + under 18s	131	151			