

Organisation name	Kaplan International Languages, Bath
Inspection date	20–21 June 2023

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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Kaplan International Languages, Bath 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+), young people (16+) and under 18s and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, course design, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Kaplan International Languages Bath (KILB) is part of a global organisation of English language schools in the UK, Ireland, USA, Canada, and Australia and is one of ten year-round schools in the UK. Founded originally as International House Bath (part of the WELS Group) in 1997 the school has been part of the Kaplan global organisation since 2009 and has been called Kaplan International Languages since 2019.

Kaplan schools in the UK operate according to common policies and procedures established and managed by the senior management team in the Head Office (HO) in West London. Four months prior to this inspection, a virtual inspection visit to the HO was carried out by two inspectors, who were the reporting inspector and the co-inspector at this inspection. The visit to the HO gave the inspectors the opportunity to discuss various aspects of the organisation's development and operations with senior managers. This included information about centrally developed policies as well as an introduction to the in-house course materials. The centrally developed policies and procedures are for strategic and quality management, staff management, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIL produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

Courses are offered for students aged 16 and over year round and for young learners aged 12 to 18 in the summer, as well as in closed groups during the year. A course specifically for students aged 40 plus runs for two weeks twice per year. Most students are recruited by the central sales office, agents or education tour operators.

Since the last inspection, whilst the courses offered and the premises used remain unchanged, the staffing structure of the school has been streamlined. Specifically, the roles of student services, accommodation and welfare manager have been combined into one role covering all three areas. The senior teacher position has been dissolved, as has the social program manager position, and the role of academic support manager (ASM) has been created. The other notable change since the last inspection is that the principal has taken over the responsibility of managing and staffing the social activities programme for junior courses at the school.

This inspection took two days. Meetings were held with the principal, the director of studies (DoS), the student services manager (SSM), and the ASMs. Separate focus group meetings were held with a group of adult and young learner students and with teachers of each age group. The inspectors observed segments of lessons taught by all of the teachers on the timetable. One inspector conducted a visit of the residence and made remote visits to two homestays.

## Address of main site/head office

5 Trim Street, Bath BA1 1HB

## Description of sites visited/observed

The main school building is located in the centre of Bath on Trim Street. The six classrooms, offices, student common room, student toilets, study centre, teachers' room, two staff kitchens and two staff toilets are spread over four floors. There is an outside courtyard area with tables and chairs.

The school has additional premises (30 Milsom Street, Bath BA1 1DG), a short walk from the main school. The building is used for the school's junior programme in the summer and for closed groups year round. The entrance is on the ground floor, and the reception area, six classrooms, student common room, four toilets and teachers' room are located on the three upper floors.

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 checked="" type="checkbox"/>	<input checked="" 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

The school operates a morning timetable of general English classes including preparation for the IELTS test. Students can choose 15 or 21 hours of classes per week in a combination of general English and elective skills classes, which take place after the morning classes. Students are also offered an optional 5.25 hours of additional pre-prepared study materials. Students aged 16 and 17 are accepted on adult courses. Courses for juniors consist of 15 hours of general English per week, activities and excursions in the afternoon, and a full-day excursion on Saturdays, with additional optional excursions offered on Sundays.

### Management profile

The principal oversees the day-to-day running of the school. He is supported by the DoS and the SSM. The DoS manages the academic programme, working with two ASMs, one of whom coordinates the junior academic programme. The SSM is responsible for health and safety, welfare, accommodation, front-of-house operations and student enquiries and is the local safeguarding officer. The principal manages the premises and coordinates the juniors' leisure programme. The adult leisure programme is managed by the DoS with the assistance of one of the ASMs.

### Accommodation profile

The school offers accommodation in homestays and has an allocation of seven rooms in a residence run by an external provider in the summer months. There are approximately 150 active homestays currently, no more than 40-minute travel time from the school. At the time of inspection, 79 homestays were in use, all directly managed, and seven students were in the residence. The residence is 15 minutes' walk from the school and is self-catering. Accommodation is arranged in single or double ensuite rooms with communal facilities including a laundry, gym, and games room. Residential accommodation is for adult students only.

### 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 at group and local levels, and with publicity. The structure of the organisation is appropriate, staff management is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management, Staff management and Student administration* are areas of strength.

#### 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 students and staff where needed.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Teachers receive very good support, and courses are designed to meet the needs of students. The administration of student learning is managed effectively. The teaching observed met the requirements of the Scheme. *Academic management and Course design* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security and pastoral care and information are met and the leisure programme is very well managed and reflects the needs and interests of the student body. The range of accommodation offered is appropriate and there are effective management systems and procedures in place. *Accommodation and Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is effective provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation provided. Communication of safeguarding policies and practices to all stakeholders is very good. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## 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 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.	Strength

### Comments

M1 The organisation's very clear mission statement, goals and values appear in a number of documents and on posters around the school. They are included in staff and student induction and influence policies and procedures developed at head office and at local level.

M2 The organisation's goals and objectives are developed at senior and group level and focus on three main areas: people and culture, financial performance, and quality. There are written goals for each of these areas, and performance against each of them is measured. The school has its own detailed academic and student services development plans with realistic objectives that are monitored and updated at regular intervals.

M4 Communication channels are very good, both with HO and within the school. Information updates are passed on to the school from HO and there are regular visits and remote meetings with the management teams. Departmental meetings take place within the school, minutes are taken and actions logged, and there is a range of other informal communication channels that ensure there is very effective two-way communication.

M7 The school keeps its self-evaluation document up to date and submits it to HO each year. It is shared with other managers and with the wider school community. There is a HO compliance team which oversees self-evaluations, and they are discussed at principals' meetings. There is also a group-wide development plan. In addition, there are two separate quality and performance audits for the parent companies, Kaplan Inc and Graham Holdings organisation.

Staff management and development	Area of strength
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.	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.	Strength

### Comments

M10 There are comprehensive recruitment procedures which are followed consistently. Staff files are complete and there is a well-balanced teaching and administration team in place.

M11 There are effective comprehensive induction procedures in place which are carried out consistently for all staff. Staff commented very positively about the quality of the induction that they had received.

M12 There are robust supportive appraisal policies and procedures in place. The procedures are integral to the whole school and all permanent staff are engaged with them. In addition, there are effective procedures in place for monitoring and supporting short-term staff.

M13 A centrally produced continuing professional development (CPD) programme includes an annual summit and visits from regional managers to provide training and identify development opportunities for staff. Teachers have monthly CPD sessions, clearly linked to observations and responsive to teacher requests. Kaplan sponsors teachers wishing to undertake further qualifications and attendance at conferences and industry events.

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

#### **Comments**

M14 Customer care is central to the organisation's ethos and is integrated into staff induction and training programmes. Students at the focus group commented on the friendly and approachable staff in all departments. Feedback includes questions about information received and customer care.

M15 Advice and guidance is offered by the central sales teams and agents, who receive full training on Kaplan products. All students receive a comprehensive departure guide and links to Kaplan online. All staff at the school are approachable and can offer advice to students.

M16 There are clear written procedures and standards for dealing with enrolments, cancellations, refunds and any other aspects of pre and post-arrival administration. Individual cases are reviewed locally with an oversight from HO and are handled with sensitivity and flexibility.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not 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 organisation's publicity materials are produced and co-ordinated by a marketing team at HO and comprise a website and printed brochure, as well as pages on social media. The website, which includes a number of downloadable fact files, is considered the main source of publicity for the school.

M22 Publicity for the 40+ course gives rise to the expectation that all course features are exclusively for students aged 40 plus, when this is not the case.

M23 Parts of the frequently asked questions section, and of the 40+ fact sheet are not accessible at a B1 level.

## Premises and resources

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

### Comments

P1 The male toilets in Trim Street are in an inadequate state of cleanliness. The courtyard at Trim Street is in a poor condition and is not clean.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
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.	Not 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

P7 All students on general English courses receive in-house materials including coursebooks at all levels and online self-study materials. The content is appropriate to the needs and interests of the students and is regularly updated.

P9 Interactive whiteboards are not consistently maintained, and do not work in some classrooms. Some staff are not trained or confident to use them to their full potential.

## Teaching and learning

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

**Comments**

T1 All of the teaching team except one hold a Level 6 qualification. A rationale was provided for them and was accepted on the basis of their extensive engagement with post-compulsory education.

T2 All of the teaching team except one holds a relevant ELT qualification. A rationale was provided for them and was accepted on the basis of other qualifications and experience that they have, their deployment and the support and monitoring that they receive from the academic management team.

T4 The academic management team is strong. The DoS, and ASM are both TEFLQ and have extensive experience in their roles.

<b>Academic management</b>	<b>Area of strength</b>
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.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

**Comments**

T8 Very good advice on continuous enrolment is given in the teachers' handbook, and the academic management provides CPD and resources to teachers to support the integration of new students.

T9 Teachers receive good guidance from the handbook, as well as proactive support from the academic management team. Staff reported very positively about the academic management's availability to them and the professional advice and support offered.

T10 There is a systematised approach to observations. Every teacher receives an initial observation and is then formally observed twice per year with a strong focus on constructive reflective feedback and the identification of professional development opportunities.

<b>Course design and implementation</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

**Comments**

T12 In addition to Kaplan HO reviews of course design, the school has carried out thorough reviews of courses, including analysis of student feedback, progress and outcomes as well as staff feedback, and appropriate adjustments have taken place as a result.

T15 There are good opportunities for students to develop learning strategies through tutorials. There is very good evidence of independent learning, learner training and reflection being developed in the classroom.

T16 Teachers are encouraged to support students in preparing for the leisure programme and homework is often focused on communicating with the local community. This enhances the learning experience and further develops language skills.

<b>Learner management</b>	<b>Area of strength</b>
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.	Strength
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

T18 Students take a progress test every five weeks, which is followed by a tutorial with their teacher. Exit tests are available on request and level tests are administered should a student wish to move level mid-course. Teachers and academic managers also monitor student progress and evaluate their classroom performance.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	Adult general English and electives and junior general English.

#### Comments

None.

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

#### Comments

T23 Teachers gave clear explanations of language with relevant examples. Modelling of language was generally appropriate, although in weaker segments, inaccurate models were presented or accepted by the teacher.

T24 All lesson plans included a student profile which identified learning needs. Overall, there were good attempts to link students' needs to lesson objectives, although mixed level classes did not plan for differentiation.

T25 In general, learning outcomes were appropriately stated, and in stronger segments lesson activities were clearly planned to meet those outcomes. There was a good emphasis on outcomes focusing on creative and transferable skills.

T26 A good range of techniques was used confidently and appropriately to meet students' needs. Teachers demonstrated effective elicitation and questioning skills and were able to support students in the development of subskills.

T27 The interactive whiteboard was used to good effect in stronger segments, and teachers had developed useful slideshows to accompany their classes. There was effective use of the classroom space, including some good movement and grouping of students to support learning. Instructions were mostly clear, although there were times when they could have been modelled or checked.

T28 Teachers monitored students effectively and provided appropriate feedback to individuals and small groups. In stronger segments there was useful class feedback through delayed correction. However, some opportunities for correction of spoken English were missed.



T29 Teachers checked understanding regularly. In stronger segments teachers included reference to previous learning or lessons.

T30 There was a good balance of teacher and student talking, and group work was used effectively to promote student contributions. There was a very positive learning environment in classrooms, and lessons were highly personalised, resulting in high levels of student engagement.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being satisfactory. Teachers showed a sound knowledge of language and provided appropriate models and explanations. Lesson plans were clear and coherent and were aligned with student needs. Techniques were good and teaching materials and resources were exploited well. Feedback was generally appropriate and useful, but there were some missed opportunities for correction. Lessons activities were personalised, engaging and student centred.

### 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.	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.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W4 Information on diversity, tolerance and respect is made widely available to students through posters, on the students apps and during first-day inductions. Policies and information are clearly expressed and include visuals to further ensure student comprehension.

W7 Comprehensive and up-to-date information on life in the UK is attractively displayed on the student apps, as well as information noticeboards around the school and during induction.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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

W9 Students commented favourably about both homestay and residential accommodation. Hosts were praised for their friendliness and the comfortable living environment. This was confirmed by conversations with homestays and residence management. The residence visited was of a high standard.

W11 Procedures for carrying out and recording inspections of accommodation, including all required safety checks, are robust. Comprehensive information on the hosts and the home is available and the accommodation manager has an in-depth knowledge of the hosts and their preferred students.

W12 Students receive personalised pen portraits of their homestay hosts and family members. Hosts are encouraged to contact students before arrival.

W15 Students commented on the quality of food offered by their hosts. Information for homestays on how to provide a well-balanced diet is included in handbooks and on the homestay app, and guidance on how to cater to students with particular dietary requirements is also provided.

<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
<b>Comments</b>	
All criteria in this section are fully met.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
The relevant criterion in this section is met.	

<b>Leisure opportunities</b>	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.	Strength
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
<b>Comments</b>	

W23 The school provides comprehensive information about things to do in Bath and further afield through a variety of sources, including the adult and junior student apps, first day induction and noticeboards around the schools. Staff are available to assist with booking tickets and offer further advice on places of interest.

W24 Both the adult and junior leisure programmes provide a good range of sporting, cultural and social opportunities for students. Preparation for activities is built into the teaching programme and additional pre-visit lessons are held at the adult school. Students have access to route maps and additional resources on the student app.

W25 Activities and excursions are well prepared, activity leaders are fully briefed and follow clear itineraries. Student worksheets are included in most activities and are linked to lessons. Student requests are catered for whenever possible.

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
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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.	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.	Strength
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.	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

The school accepts 16 and 17 year-old students on adult courses throughout the year. At the time of the inspection there were ten students aged under 18 at the adult school. During peak weeks, the school has approximately 25 under 18s out of a total of 120 students. The junior centre operates for nine weeks in the summer for students aged 12–17 years. At the time of the inspection there were 36 students on this programme, rising to a peak of approximately 140 in July.

S1 There is a clear group-wide safeguarding policy in place. The policy has been developed with expert input and is implemented through a good range of systems and supporting documents. A named member of staff is responsible for implementing this policy and responding to child protection allegations.

S4 There are excellent recruitment procedures in place and complete documentation for all staff with access to under 18s. Suitability checks are up to date and on file for all staff, hosts and contractors.

S6 There are very clear rules for what students may do outside the scheduled programme, and these are clearly communicated to staff, contract staff and homestay hosts. Additional support and guidance is provided for homestays in the form of regular reminders, annual updates and training.

### 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 (as International House Bath - member of the WELS Group)
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a

Subsequent interim visit (if applicable)	2021 (Kaplan Summer Schools)
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1997 (as International House Bath - member of the WELS Group)
Ownership	Name of company: Aspect International Language Academies Ltd. (in turn owned by Kaplan, Inc) Company number: 2162156
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
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)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	50	80
Full-time ELT (15+ hours per week) aged 16–17 years	21	60
Full-time ELT (15+ hours per week) aged under 16	25	110
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
<b>Overall total ELT/ESOL students shown above</b>	<b>96</b>	<b>250</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, French	Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–24	18–22
Adult programmes: typical length of stay	3 months	1–2 months
Adult programmes: predominant nationalities	Saudi Arabian, Italian, Omani	Italian, Spanish, French

#### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	15
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2

Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
<b>Comments</b>	
The academic managers were not scheduled to teach during inspection week.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8
<b>Comments</b>	
Rationale for one teacher without appropriate ELT/TESOL qualification submitted and accepted.	

### 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	35	44
Private home	0	0
Home tuition	0	0
Residential	7	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	2
Staying in privately rented rooms/flats	8	0
<b>Overall totals adults/under 18s</b>		
Overall total adults + under 18s	50	46
		96