

| | |
|-------------------|----------------------------------|
| Organisation name | Kaplan International Bournemouth |
| Inspection date | 8–9 November 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed. The required evidence was subsequently submitted. |

| Summary statement |
|---|
| <p>The British Council inspected and accredited Kaplan International Bournemouth in November 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 courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, accommodation and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Kaplan International Bournemouth is part of the global Kaplan organisation. All the UK schools follow policies and procedures established by the head office in London and use coursebooks and online materials designed and produced centrally. Strategy, quality assurance, human resources, publicity, bookings and enrolments, course design, welfare and safeguarding are directed centrally, but managed locally.

The inspection took two inspectors two days. The inspection was conducted remotely. Meetings were held with the principal, the director of studies (DoS), the student services and accommodation manager, the assistant DoS and the social programme manager. Focus group meetings were held with a group of students and teachers. All teachers teaching in the week of the inspection were observed. One inspector visited two homestays and a residence remotely.

Address of main site/head office

130–136 Poole Road, Bournemouth BH4 9EF

Description of sites visited/observed

The school is located in a four-storey building in the centre of Westbourne, a suburb of Bournemouth. There is a car park for staff use in the basement. On the ground floor there is a reception area, four offices, a classroom, and a common room and games room for students. At this level there is a garden patio for student use. The first floor has ten classrooms, a quiet room and a teachers' book (resources) room. On the second floor there are seven classrooms, an office, a structured study centre, an IT centre, a staffroom and a second book room. On the third floor there is a staffroom and an office for the director of studies; there is a flat roof terrace leading from these rooms. There are small kitchens on the ground and third floor. There is a lift to the second floor.

| 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 type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school offers general English courses of 15 hours a week in three-hour blocks, morning or afternoon, five days a week. These may be supplemented by electives in a range of skill and specialist areas and/or guided self-study sessions. One-to-one classes are offered as required. An examination preparation course is available as an intensive course of 21 hours plus guided self-access, or as an elective of six hours combined with general English. Online courses are also offered.

Management profile

In the current management structure, the DoS and student services and accommodation manager report to the principal and the ADoS and three academic support managers report to the DoS.

Accommodation profile

The school offers homestay and residential accommodation. The residence is managed by Kaplan and consists of ensuite accommodation in student flats with shared kitchen facilities. The school currently has 66 active homestay hosts, 16 of whom have had DBS checks and can accommodate under 18s.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The provision of the operation is very well managed to the benefit of the students. Communication and feedback systems are very effective and inform regular reviews and the setting of clear objectives. Standards of customer care are very good. Generally, publicity is clear and accurate. *Strategic and quality management, Staff management and Student administration* are areas 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 and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Thorough guidance on the use of these resources is provided for staff and students where needed. *Premises and facilities and Learning resources* are areas of strength

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 guidance and opportunities for professional development to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management, 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 the students for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, including leisure activities and very good accommodation. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is generally a good level of provision for the safeguarding of students under the age of 18 within the organisation and in leisure activities and accommodation provided. Staff and homestays receive suitable training. Although all DBS checks are in place, not all staff have two references that refer to their suitability to work with under 18s.

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. | Met |
| 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. | Met |
| M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded. | Strength |
| 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. | Strength |

Comments

M2 The school has its own development plan, based on company-wide objectives. Progress on the clearly stated objectives is colour-coded to reflect the level of implementation so that the plan can be carefully monitored; it is discussed at quarterly meetings.

M5 Student feedback starts with an online survey in the first two weeks and is followed by a quarterly student satisfaction survey and a leavers' course evaluation survey. The data from the surveys is collated, analysed and presented to relevant departments. Actions taken by each department to address negative feedback are carefully recorded.

M6 An action plan for the year ahead is based on the findings of an annual employee engagement survey and shared with staff. Staff can also provide feedback during appraisal meetings and at staff meetings.

M7 Review systems are very robust and action plans are informed by feedback from students and staff. Policies and procedures are frequently re-evaluated and good use is made of the self-evaluation form.

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

Comments

M8 Human resources policies are developed at head office, are regularly reviewed and are clearly presented in handbooks. Particular attention is given to staff wellbeing and the teachers reported very positively on this.

M12 There are well-established and thorough procedures in place for monitoring and appraising staff and these are presented clearly in staff handbooks. Teachers reported very positively on the usefulness, thoroughness and supportive manner in which they are carried out.

M13 All staff undertake a good range of training and development, based on individual and organisational needs. As well as internal continuing professional development (CPD) sessions, support is offered for external CPD opportunities.

| 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. | 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. | Strength |
| 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 There is an emphasis on good customer care throughout the organisation. Staff inductions and handbooks include reference to customer service standards and how to ensure that these are maintained. Students confirmed that there was a high level of customer service.

M19 The attendance and punctuality policies are clear and well known to students and staff. They are applied rigorously and fairly.
M21 The complaints procedure is clearly presented to students at induction and they are reminded of it on displays throughout the school.

| Publicity | Met |
|--|------------|
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Not met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | 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 main medium of publicity is a website. There is also a company-wide brochure, as well as a downloadable 'fact sheet' about the Bournemouth school.

M22 Generally the publicity is accurate and realistic. However, claims that 'your English' will be improved 'to a high level of fluency' and that 'you will advance at least one level of English fluency every 10 weeks' are difficult to substantiate. The progress is promised for 'guaranteed courses', but there is insufficient information about these. Unsubstantiated claims are made about Bournemouth having the best weather in the UK. There is also conflicting information about Bournemouth providing a 'small town experience' where elsewhere it is referred to as a city.
M28 In at least two places on the website, teachers are described as having Level 6 and teaching qualifications. This was not the case for all the teachers at the school at the time of the inspection.

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. | Strength |
| 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. | Strength |

Comments

P1 The premises are in a very good state of repair and cleanliness and have recently been redecorated. There is a lift for staff and students with disabilities.
P2 Classrooms are all sufficient in size to accommodate the school's stated maximum number of students. They are well lit and well equipped.
P3 There is a large common room with seating, a table tennis table, a piano and a karaoke system. There are a large number of cafés and restaurants in the vicinity of the school.
P5 Signage is good and there are many noticeboards particularly in appropriate locations with a very wide range of pertinent information.
P6 The teachers' area contains an IT suite for preparation, a relaxation area, a kitchen area and lockers; it gives onto a large roof terrace.

| Learning resources | Area of strength |
|--|-------------------------|
| 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. | Strength |
| 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. | Strength |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | Strength |
| 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 There is a good range of well organised learning resources for students, including professionally produced in-house materials and online resources.

P8 Teachers have access to a large stock of teaching resources both in print and online.

P9 All the classrooms have interactive whiteboards (IWBs); it was very clear that teachers were well trained in their use; they reported that any issues with the technology were quickly dealt with.

P10 There is a large and well-equipped study centre with graded readers, authentic reading material and computers for accessing K+ online supplementary materials. There is a staffed drop-in session once a week.

Teaching and learning

| Academic staff profile | Area of strength |
|---|-------------------------|
| 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 Two teachers did not have a Level 6 qualification. The rationales for their employment were accepted within the context of this inspection because of their involvement in a range of relevant post-school educational activities.

T2 One teacher had an ELT qualification which does not meet the Scheme's requirements. The rationale for his employment was accepted within the context of this inspection because he had a PGCE, teaching experience and had been frequently observed.

T4 The five members of the academic management team are all TEFLQ and have considerable experience.

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

Comments

T7 Cover arrangements are good. The names of three possible cover teachers, mostly from the academic management team, are listed beside each of the teaching periods on the timetable.

T9 Teachers felt that they were very well supported. The ADoS's office is next to the teachers' room and both she and the DoS have an open-door policy. There are monthly CPD sessions and the ADoS emails a weekly teaching tip.

T10 Formal observations are carried out twice a year and new teachers are observed within their first two weeks. Action points are identified and followed up. Student feedback on the lesson observed is collected and incorporated in the very full documentation. Teachers commented very positively on the observation process.

| 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. | 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. | 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. | 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. | Met |

Comments

T12 Regular reviewing takes place and feedback from teachers, who trial new and updated material, helps shape changes.

T13 Systems are good. Simple colour-coded course outlines are available for each week's work and aims are listed on mini whiteboards.

T15 Independent learning is integral to both the Kaplan coursebooks and online materials. Optional Study clubs are offered twice a week and, in the study centre, additional materials linked to the week's syllabus are available together with access to the K+ online materials. One of the academic support managers is available in the centre during the morning and the afternoon on Wednesday for drop-in consultations.

| Learner management | Area of strength |
|---|-------------------------|
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Strength |
| 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. | Strength |
| 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. | Strength |

Comments

T17 Very effective procedures are in place for the correct placement of students. The tests used have been reviewed in the light of the needs of students.

T18 There are sound procedures for evaluating, monitoring and recording progress. Students are tested at five-week intervals and their progress tracked. Teachers can request further testing if they feel circumstances warrant it.

T20 Advice is offered about suitable exams and the school has an examination preparation course together with an IELTS elective for lower-level students wanting to prepare for the main course.

T22 A QR code is posted on a noticeboard that links to Kaplan's own university placement service.

Classroom observation record

| | |
|--------------------------------|-----|
| Number of teachers seen | 13 |
| Number of observations | 13 |
| Parts of programme(s) observed | All |

Comments

Nine teachers and four members of the academic management team were observed.

| 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. | Strength |
| 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. | 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. | Strength |
| 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 demonstrated a good knowledge and awareness of the use of English and the linguistic systems underpinning it. They gave clear explanations of grammar and lexis and provided good models of spoken and written language.

T24 The content of the lessons demonstrated detailed knowledge of the students' learning needs and adhered closely to the course objectives. Differentiation was included in planning and references were made to the language needs of particular L1 speakers.

T25 Plans stated relevant aims, although these were not always expressed as outcomes. These were presented to students at the beginning of the lesson and, in better segments, reviewed at the end of the lesson. Lessons were well staged.

T26 Teachers demonstrated confident use of a wide range of teaching techniques and included questioning and eliciting, concept checking, and nominating. There was at times insufficient nomination in some classes; this resulted in some student voices dominating. Teachers on occasion talked too much.

T27 The classroom environment and resources were managed very effectively. Student groupings and pairings were managed with sensitivity according to individual needs and very good use was made of the IWBs.

T28 Students generally received appropriate and timely feedback. Teachers used a range of correction techniques including self, peer and delayed correction. However, there were missed opportunities for feedback on pronunciation errors.

T29 Lessons included activities to evaluate learning which included short task completion, monitoring and whole class feedback.

T30 There was a very positive atmosphere in classes; teachers showed sensitivity to individuals and used personalisation widely. Teachers were able to engage students across a wide range of class levels. There was, in all cases, a very good learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory against the criteria, with the majority being good or better. Teachers had a very sound knowledge of English language and planned their lessons taking full account of individual learning needs and the course objectives. Lessons were well staged, teachers generally used techniques appropriate to the lesson and the individual and managed the classroom environment and resources very effectively. Feedback on performance was generally appropriate, and tasks were selected to evaluate learning. Teachers created a very positive learning atmosphere.

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

Comments

W1 There are comprehensive risk assessments in place to ensure the safety and security of students and staff on the school premises. A member of staff conducts a daily walk around the building to assess any risks. Four members of staff are first aid trained.

W3 Students receive an excellent level of pastoral care from relevant staff. Student welfare is well covered at induction and through posters around the school. In addition to the welfare officer, the school has two mental health first aiders; two co-ordinators are responsible for the welfare of any under 18s in the Kaplan residence.

W4 There are clear policies on tolerance, respect and anti-bullying made known to students through multiple channels. There is a student code of conduct accessible through a QR code. All under 18s sign their own code of conduct. Full policies in this area are on the website.

W7 Detailed information is provided in the school fact file, the pre-arrival departure document, at induction and via a QR code that links to the welcome pack.

| 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. | Strength |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |

Comments

W9 The ensuite residential accommodation is of high standard and includes social spaces in kitchens and common areas. The homestays visited offer good facilities and a friendly, caring environment.

W11 The initial inspection process is very thorough, as are subsequent visits. The dates of re-visits are clearly signalled to the relevant staff.

W12 The written confirmation sent to students contains detailed information about their residential or homestay accommodation, including, for example, profiles of hosts and their families.

W14 The written confirmation of bookings sent to hosts is clear and the homestay guide contains lots of well-presented and useful information about all aspects of hosting international students. Hosts stated that they receive excellent support when needed.

| <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

All criteria in this subsection are fully met.

Accommodation: other

| | |
|---|-----|
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |

Comments

The relevant criterion in this subsection is fully met.

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. | Strength |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Strength |

Comments

W23 Students receive information about local activities through a number of channels including emails, displays, fliers and class visits from the social programme manager.

W24 The school offers a varied weekly programme with a mix of educational and fun activities and a number of free activities. The content is based on staff and student suggestions.

W26 There are detailed risk assessments for all activities that are regularly updated, as and when required.

W27 Many of the school's activities are led by the social programme manager or other teachers who have an interest in a particular topic.

Safeguarding under 18s

| | |
|---|----------|
| Safeguarding under 18s | Met |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | 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. | 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. | 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. | Strength |
| S7 There are suitable arrangements for the accommodation of students. | Strength |
| 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

There were nine under 18s on adult courses at the time of the inspection. The school also accepts closed groups of young learners between the ages of 12 and 17, but there have been none since 2017.

S2 Several members of staff have taken a specialist safeguarding course, and others have attended as a minimum advanced training. Relevant homestay hosts have all taken a safeguarding course.

S4 There are generally good systems in place in line with safer recruitment good practice. However, there are not two references on file for all staff that refer to their suitability to work with under 18s.

S6 Rules for under 18s on adult courses are explained at induction, and students sign an under 18 contract. The rules include a 23.00 curfew. Homestay hosts were clear about what to do, if this curfew was not observed.

S7 Homestay hosts are well briefed about their safeguarding responsibilities and co-ordinators in the residence ensure that all accommodation arrangements are met. Under 18s in the residence share flats with others of the same age.

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 | 1982 (as Angloworld) |
| Last full inspection | 2017 |
| Subsequent spot check (if applicable) | November 2019 |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | N/a |
| Other related accredited schools/centres/affiliates | 8 other Kaplan International language schools in the UK |
| Other related non-accredited schools/centres/affiliates | Schools in Australia, Canada, Ireland, USA & New Zealand |

Private sector

| | |
|--------------------------------|--|
| Date of foundation | 1987 |
| Ownership | Aspect International Language Academies Ltd. |
| Other accreditation/inspection | N/a |

Premises profile

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

| Student profile | At inspection | In peak week: August (organisation's estimate) |
|--------------------------------------|---------------|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |

| | | |
|--|-------------------------------|--------------------------|
| Full-time ELT (15+ hours per week) 18 years and over | 136 | 297 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 9 | 36 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| 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 | 145 | 333 |
| Junior programmes: advertised minimum age | 0 | 0 |
| Junior programmes: advertised maximum age | 0 | 0 |
| Junior programmes: predominant nationalities | 0 | 0 |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 20–28 | 18–25 |
| Adult programmes: typical length of stay | 8 weeks | 4 weeks |
| Adult programmes: predominant nationalities | Saudi Arabian, Kuwaiti, Omani | Italian, Spanish, German |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 9 | 18 |
| Number teaching ELT 20 hours and over a week | 5 | |
| Number teaching ELT under 19 hours a week | 4 | |
| Number of academic managers for eligible ELT courses | 5 | 5 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| Total number of support staff | 0 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 5 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 5 |

Comments

The DoS is full-time; he does not teach. Two academic managers teach 21 hours per week, one 17.25 hours per week, and one 15 hours per week.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 5 |
| TEFLI qualification | 3 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 1 |
| Total | 9 |

Comments

None.

Accommodation profile

| Types of accommodation | | |
|------------------------|--------|-----------|
| | Adults | Under 18s |
| | | |

| | | |
|---|-----|---|
| <i>Arranged by provider/agency</i> | | |
| Homestay | 82 | 7 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 33 | 2 |
| 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 | 21 | 0 |
| | | |
| Overall totals adults/under 18s | 136 | 9 |
| Overall total adults + under 18s | 145 | |