

Organisation name	Kaplan International Languages, Edinburgh
Inspection date	25–26 April 2023

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M19, W1 and W26 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Kaplan International Languages, Edinburgh in April 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, and academic management.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Kaplan International Languages Edinburgh (KILE) is part of a global organisation of English language schools in the UK, Ireland, USA, Canada, Australia and New Zealand and is one of ten year-round schools in the UK. Founded originally as Angloworld in 1974, the school has been part of the global organisation since 1976 and has been called Kaplan International Languages since 2019.

The 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. Two 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. Most students are recruited by the central sales office or through agents or education tour operators. Numbers of individual bookings for shorter courses increase in the summer. Outside the summer the school accepts closed groups, generally of teenagers with a minimum age of 12.

Since the last inspection, KILE has relocated to new premises in the centre of Edinburgh.

The inspection, which was conducted remotely, took place over two days and was carried out by two inspectors. The inspectors held meetings with the principal, accommodation, welfare and student services manager, director of studies (DoS), assistant director of studies (ADoS), senior teacher, and the academic support manager. Focus group meetings were held with teachers and students. The school provided a pre-recorded video tour of the building, and one inspector also had a virtual tour during the inspection. Students and staff were also asked to comment on the state of the premises. All teachers timetabled during the inspection were observed. One inspector conducted a virtual tour of one homestay and a student residence.

Address of main site/head office

26 St Andrew Square, Edinburgh EH2 1AF

Description of sites visited/observed

The school occupies a period townhouse in central Edinburgh. There are five floors and a lift accessing all floors. The teachers' room is in the basement as well as two classrooms and a wheelchair-accessible toilet and shower. There is a kitchenette area and staff toilet. There is an outside space with garden furniture. The reception is on the ground floor as well as three more classrooms. The student lounge and café and the study centre are on the first floor as well as a classroom and a staff lounge with kitchen. The principal's office and academic office are on the second and third floors respectively, with classrooms and a prayer room opposite the academic office. There are 13 classrooms in total and toilet facilities on every floor except the ground 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 checked="" 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 operates both morning and afternoon timetables 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 between morning and afternoon classes. Students are also offered an optional 5.25 hours of access to online self-access materials. Students aged 16 and 17 are accepted on adult courses.

Management profile

The principal is responsible for the day-to-day running of the school. There is a DoS who manages the academic programme, supported by an ADoS, senior teacher and an academic support manager. They are also responsible for the social programme. The accommodation, welfare and student services manager is responsible for health and safety, welfare, and accommodation, and is the local safeguarding officer. She also looks after front-of-house operations and student enquiries.

Accommodation profile

The accommodation, welfare and student services manager and her assistant manage the homestay provision offered by the school. There are currently approximately 65 active hosts, 47 of which were in use at the time of the inspection.

In addition, three student residences are available to students. The school has a permanent allocation of 40 rooms with Arran House residence, with an option to take further rooms when required, if availability allows. All rooms are ensuite in flats of between four and six rooms sharing a kitchen/living room. Students also have access to a communal common room, study areas, a large kitchen for group events, an outdoor courtyard, and laundry room. At the time of the inspection 45 rooms were in use. Four students were also staying at another residence, Gateway apartments, with similar facilities. Residence accommodation is only available for students aged 18+.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates very effectively to the benefit of the students and in accordance with the provider's 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 very efficiently and effectively. *Strategic and quality management* and *Staff management* 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, pleasant and professional environment for work and relaxation. A very good range of resources is available for students and staff appropriate to context. Guidance on the use of these resources is provided for students and staff 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 support, and overall courses are well managed to provide the maximum possible benefit to students. Course design and learner management are effective. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard. The needs of the students for security are generally well met, but premises risk assessments lack sufficient detail. Pastoral care is well managed, and students receive useful information on aspects of life in the UK and the services available to them. The leisure programme reflects the needs and interests of the students, but risk assessments do not address risks specific to the activity or event. Accommodation procedures are appropriate on the whole but more rigorous checks are needed to ensure homestay requirements are consistently upheld.

Safeguarding under 18s

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

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.	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's mission statement, goals and values appear in a number of documents and on posters around the school. They are included in staff inductions 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 these goals is measured. The school has its own development plan with realistic objectives that are closely monitored and updated at regular intervals.

M3 There is a clear structure in place that is well understood by students and staff. There is good cover in place for key roles and effective training is in place to prepare staff for cover.

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 very effective email communication to ensure that all staff are updated with relevant information.

M5 Student feedback is collected in a variety of ways. It is collated, reviewed and action is taken in response to it. Response rates are high, and staff receive feedback relevant to their role. Actions taken in response to feedback are communicated to students.

M7 The school keeps its British Council self-evaluation 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 company 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 and 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 received.	
M12 There is a robust supportive appraisal policy and procedure in place. The procedures are integral to the whole school and all staff are engaged with them.	
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 in response to teacher requests. Kaplan sponsors teachers wishing to undertake further qualifications and attendance at conferences and industry events.	

Student administration	Met
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.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments	
M14 Customer care is central to the organisation's ethos and at the heart of all training and induction programmes offered by the school. 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. Regular tutorials are held and 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 were seen to be handled with sensitivity and flexibility.	
M19 There is a clear policy on student attendance, but it is not applied consistently, resulting in some students having poor attendance.	
M21 The complaints procedure is clearly written and shared with students in their handbook, induction and on noticeboards. There is excellent record keeping of complaints and actions taken as a result of them.	

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not 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 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 downloadable fact file, is considered the main source of publicity for the school.

M26 At the time of the inspection, insufficient information was provided on the website on the care and support offered to students aged 16–17 on adult courses. This was rectified during the inspection and is no longer a point to be addressed.

M28 At the time of the inspection, the website stated that all teachers held a TEFLI qualification when this is not the case. This statement was removed 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.	Strength
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 Premises are in an excellent state of repair, cleanliness and decoration. They are fully accessible to people with disabilities. Excellent thought has been given to the use of space for students and staff.

P2 Classrooms are spacious, light and quiet and provide an excellent learning environment.

P3 There is a good-sized student lounge with a café, comfortable seating and board games creating a welcoming space.

P4 The student lounge has a café selling affordably-priced hot and cold food, which students and staff commented very favourably about. There are sufficient water points available to students around the building.

P5 Signage is clear and in line with the school's branding. Noticeboards are attractive and provide students and staff with useful information.

P6 There is a good-sized staffroom, a large academic office and work spaces in reception which offer staff ample suitable spaces for working. In addition there is a teachers' lounge where they can relax.

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.	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 and IELTS preparation 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. Students on elective programmes receive photocopied materials which are appropriate for their needs and course objectives.

P8 There is a wide range of resources available for teachers including printed and digital materials, and good access to computers. Resources are well organised and up to date.

P9 All classrooms have modern educational technology which teachers are well trained to use. The technology is used confidently and competently by all teachers. Students have access to Kaplan online study 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.	Strength

Comments

T2 All of the teaching team except one hold a relevant ELT qualification. A rationale was provided for them, and was accepted on the basis of their deployment and the support from the academic management team.

T4 The academic management team is strong. The DoS, ADoS and senior teacher are all TEFLQ. The DoS has considerable experience in the role.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	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

T5 The DoS has a good knowledge of teachers' strengths and weaknesses and takes personal preferences and circumstances into account when timetabling classes. CPD is used to extend the capacity of teachers to work on different courses.

T7 There are very effective cover procedures in place. There is a standby teacher, as well as school managers who can cover. Course plans and records of work ensure continuity at all times, and specific cover materials are available.

T9 Teachers receive good guidance from the handbook, as well as individualised support from the academic management team. Staff reported very positively about the support available to them.

T10 There is a systematised approach to observations. Every teacher is formally observed twice per year and feedback is added to a log of action points which supports them in their CPD and contributes to their appraisal.

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.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met

T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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

T11 The principles of course design are clearly stated in the KIL global curriculum and in the teachers' handbook. The curriculum underpins the K+ coursebooks which form the structure for all general English courses. Useful written guidance and syllabuses are available for elective courses.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' 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 also monitor student progress and evaluate their classroom performance.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English, IELTS preparation and electives.

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	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.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers' knowledge of grammatical systems was good and they gave clear appropriate models of written and spoken English. Meaning was mostly illustrated effectively.

T24 There were detailed class and individual profiles which demonstrated that teachers had a good understanding of the learners' needs and backgrounds. Lesson plans were tailored very well to meet those needs.

T25 Learning outcomes were written in both weekly plans and lesson plans, and were often clear and led to a coherent sequence of learning activities. However, they were not always made known to students.

T26 Teachers made use of a range of appropriate techniques. In the best lesson segments observed there was good elicitation and a strong focus on subskills and learning strategies.

T27 Interactive whiteboards were used competently by all teachers. In addition there was effective use of the classroom space and movement and grouping of students. In stronger segments, there were excellent examples of the use of supplementary materials and resources.

T28 In general, teachers monitored students well, and feedback was given appropriately. While praise was used effectively, there were some missed opportunities for appropriate on-the-spot correction.

T29 Most lessons comprised shorter activities, which gave teachers and students opportunities to check in on understanding before moving to the next part of the lesson. However, there were some instances where concept questions were not asked and where understanding was less effectively checked.

T30 In many classes there was a positive learning atmosphere, characterised by humour, rapport and genuine communication resulting from the personalisation of the lesson. A small number of segments observed were teacher centred with high levels of teacher talking time.

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 well-aligned with student needs, although learning outcomes were not consistently made known to students. In most lessons techniques were good and teaching materials were exploited well. Feedback was generally appropriate and useful, but there were some missed opportunities for correction. In the best lessons activities were personalised and 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.	Not 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.	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.	Strength

Comments

W1 Although the safety and security of students is generally well covered, the premises risk assessment does not address issues specific to the school, including window restrictors.

W3 Information on pastoral care is widely promoted at the school and in handbooks and induction. Students at the focus group, including those aged under 18, commented very positively about the availability of all staff should they have any welfare concerns.

W4 There are well expressed policies to promote tolerance and respect, which is fundamental to the ethos of the organisation as a whole. Posters around the school promote diversity and inclusion and information on abusive behaviour is presented in student inductions.

W7 Information on aspects of life in the UK, and more specifically in Scotland and Edinburgh, is attractively displayed around the school and features in the student induction presentation.

W8 Several members of the team have received training in first aid. Information on a range of health care options is available to students is displayed on noticeboards and a feature of the student induction presentation.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All criteria in this section are fully met.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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.	Not 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

W16 The homestay provider spoken to reported that he had accommodated up to five students at one time.

W17 A small number of students had been placed in homestays with speakers of the same language, without any form of written agreement.

<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

Comments

The relevant criterion in this area is fully met.

Leisure opportunities	Met
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.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Information on things to do in Edinburgh is attractively displayed around the school, and all staff are helpful and responsive to requests for information on local events and activities.

W26 Generic risk assessments are in place for all activities. However, they often feature information that is either not relevant to a specific activity, or fail to provide sufficient attention to risks associated with the event.

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.	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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection, four students were aged under 18 on adult courses. During peak periods there would typically be between five and ten per cent of the student population of this age. A small number of groups of junior students aged 12–17 are accepted throughout the year and follow a different timetable to the regular adult classes.

S1 There is a clear and comprehensive safeguarding policy in place. The policy has been developed with expert input and is implemented through a good range of systems and supporting documents.

S2 All three members of the management team are trained to specialist level, including two who are signatories to the PVG scheme. All other staff and homestay hosts complete at least basic level training. Effective measures are in place to ensure sub-contractors and group leaders are also PVG or police checked.

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
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First inspection	1996
Last full inspection	August 2018
Subsequent spot check (if applicable)	N/a
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	Kaplan Head Office; accredited schools in Bath, Bournemouth, Cambridge, Liverpool, London, Manchester, Oxford, Torquay, Alpadia Summer School
Other related non-accredited schools/centres/affiliates	Kaplan Dublin, Vancouver, Toronto, Boston, Chicago, Los Angeles, New York, San Francisco – Berkeley, Santa Barbara, Seattle, Sydney, Melbourne, Brisbane, Adelaide, Perth

Private sector

Date of foundation	2000
Ownership	Name of company: Kaplan Inc (bought by Graham Holdings in Nov 2013) Company number: 2162156
Other accreditation/inspection	Education Scotland

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)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	137	290
Full-time ELT (15+ hours per week) aged 16–17 years	4	30
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	141	320
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–65	17–65
Adult programmes: typical length of stay	2–6 weeks	2–6 weeks
Adult programmes: predominant nationalities	Italian, Spanish, French	Italian, Spanish, French

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 20 hours a week	4	
Number of academic managers for eligible ELT courses	3	4

Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

Academic manager qualifications profile

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

The ADoS and senior teacher each teach 21 hours per week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	9
Comments	

Two academic managers (both TEFLQ) also teach.

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	47	4
Private home	0	0
Home tuition	0	0
Residential	49	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	137	4
Overall total adults + under 18s	141	