

Organisation name	Kaplan International English, Edinburgh
Inspection date	6–9 August 2018

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months that weaknesses in W11 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Kaplan International English, Edinburgh in August 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general English for adults (16+) and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, academic management, course design, learner management, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kaplan International English (KIE) Edinburgh is part of a global organisation of around 40 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 English since 2013.

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. Four months prior to this inspection, an inspection visit to the HO was carried out by two inspectors, one of whom was 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 and development, student administration, publicity, learning resources, academic management, course design, learner management, welfare and student services, and safeguarding. KIE produces its own teaching and learning materials, which form a core part of the design of nearly all of its English courses.

Almost all students at KIE Edinburgh are recruited by the central sales office or by agents. Numbers of individual bookings for shorter courses increase in the summer. Outside the summer the school accepts closed groups, generally of teenage schoolchildren, which means that numbers remain the same year round and the school operates both morning and afternoon timetables.

The inspection took place over three and a half days. The inspectors had meetings with the principal, the director of studies (DoS), the senior teacher, in his academic role as well as in his role as social programme organiser, the student services manager, the accommodation and welfare manager, the assistant accommodation and welfare manager, who is also the designated safeguarding lead, and an activity leader. Focus group meetings were held with teachers and students. All teachers timetabled during the inspection were observed. One inspector visited three homestays and a residence.

Address of main site/head office

8–9 Albyn Place, Edinburgh EH2 4NG

Description of sites visited

The school occupies two period townhouses in central Edinburgh. The two adjacent buildings have direct access between them on two of the five floors. The student common room and café, the teachers' room, offices and four classrooms are located in the basement. The other 13 classrooms are located on the ground, first, second and third floors. The reception area and further offices are on the ground floor. The study and computer centres are located on the third floor.

The school was using a community centre (LifeCare Centre, 2 Cheyne Street, Edinburgh EH4 1JB) located a 15-minute walk away, for testing the large intakes of students in the summer weeks. The school had the use of a very spacious room, suitable for testing the students and giving the induction presentation.

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

General English courses include preparation for the IELTS test and ELT examination courses. Students can choose 15 or 21 hours of classes per week, with an optional 5.25 hours of access to study clubs and online self-access materials. 16 and 17 year-olds are accepted on the adult course. The general ELT for juniors above refers to closed groups of teenagers, who are accepted year round, outside the summer months.

Accommodation profile

Kaplan Edinburgh offers two types of accommodation: homestay and residence. Homestay accommodation includes breakfast and evening meal seven days a week. Private bathrooms are available on request at an extra cost. All hosts are located within a maximum journey time of 45 minutes from the school. The residence is located approximately 15 minutes' journey time from the school. It offers university-style accommodation for students aged 18+. The school has the use of 45 ensuite bedrooms from September to June, arranged in nine flats each containing five ensuite rooms and a shared kitchen. There is a common room, a study room and a laundry. In July and August additional flats are leased in the same building, with 95 in total in the busiest weeks.

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. Communication is very effective and quality assurance procedures work very well. Student administration benefits from effective centralised systems and procedures, and well-informed staff. Goals and values are clearly stated, and publicity is easily accessible and generally accurate. *Strategic and quality 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. The in-house learning resources are suited to the needs and interests of the students and both students and staff receive very thorough guidance and training in their use. *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 (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive a good level of guidance to ensure that they support students effectively in their learning. Courses are clearly structured and well managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design*, and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security. Students are well cared for in the school. Some Scheme requirements regarding accommodation are not in place. Information is presented clearly and there is a full and varied social programme. The leisure programme, accommodation and all student services are efficiently managed by experienced and well-trained staff. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18. There are good levels of support and training available for staff. Some of the required procedures and documents are not yet fully established.

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.	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	
<p>M2 There is a very comprehensive development plan covering six areas, which all feed into the customer experience. There are clear objectives with time scales and deadlines set, and methods to monitor their progress and completion. Processes for review are also outlined.</p> <p>M3 The structure for the ELT operation is very clear, both within the school and within KIE's UK operation. There are photographs of managers and staff on noticeboards and the structure is clarified to students during their induction. There are clearly set out and effective deputising procedures.</p> <p>M4 There are very good lines of communication between head office (HO) and the school, with regular video calls and meetings. Information and updates are passed on to schools from HO through video-linked presentations known as 'Town Halls'. At regional level there are regular meetings of principals, directors of studies, accommodation and welfare staff and student services staff. In school there are regular meetings within and between departments.</p> <p>M5 Feedback is obtained from students by an online survey in their first and final week. Results from the leaving surveys are collated, analysed and presented to relevant departments. Staff have access to relevant feedback. Each class chooses a representative to attend the quarterly student focus group, and there is a board in the student lounge displaying students' comments and what has been done to address them.</p> <p>M7 Systems, processes and practices are constantly reviewed and evaluated at HO. The school's action plan is informed partly by staff and student feedback and the school has completed a very thorough self-evaluation.</p>	
Staff management and development	Met
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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength
Comments	
<p>M8 Human resources (HR) policies and procedures are available to all staff in a comprehensive and user-friendly online HR system. All aspects of the terms and conditions of employment are covered. A single central register spreadsheet provides a comprehensive check-list of all data on staff, including qualifications, suitability checks and references.</p> <p>M9 The job description for the assistant accommodation and welfare officer does not provide a full description of his role as the designated safeguarding lead. Safeguarding roles in general are not fully described in job descriptions.</p> <p>M10 In one case a newly recruited member of staff, who had been working overseas in various different countries, had not been required to provide police checks. In some cases, non-standard TEFL qualifications had not been sufficiently investigated.</p> <p>M11 There are clear induction procedures for newly recruited staff and a useful induction checklist. Staff are paid to attend inductions, and comprehensive handbooks reinforce induction information. A newly introduced buddy system helps new teachers to become familiar with the school and operational systems.</p> <p>M12 There are clear procedures for the annual appraisals of all permanent staff. Six key areas are covered, including competency, goals and development sections. Training needs are listed in development plans. Capability policies are in place to deal with unsatisfactory performance and may include personal improvement plans.</p> <p>M13 There are company-wide spreadsheets of training records and plans. A wide range of training opportunities is available for all staff, managers and principals. Teachers have monthly professional development sessions and they can also attend the annual national teachers' day, with visiting and in-house presenters. Externally provided training courses for both academic and administrative staff are funded.</p>	
Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff responsible for administration are located at reception and are well known to students. Students' feedback confirms that they find staff helpful and courteous. A newly recruited assistant was shadowing the student services manager during the inspection, and an additional staff member had been recruited to assist during the peak time. Staff receive regular training on the comprehensive IT package and they are able to retrieve information quickly and efficiently from it.

M15 Much of the advice and guidance given to students before they arrive is given by agents, who themselves receive training in Kaplan products, or by the sales and marketing teams in the wider organisation. Pre-course information is available in 16 languages. During their stay, students receive advice during their individual tutorials and also from one of the teachers who has a specific advisory role.

M20 During induction the conditions and procedures under which a student may be asked to leave the course are made clear. Posters throughout the school with cartoon explanations help students to understand examples of inappropriate behaviour and it was clear that students were fully aware of the conditions and procedures.

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.	Not 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 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.

M24 There is a clear and comprehensive description of all the courses and all the required information is given. It is clear that closed groups of teenagers are accepted, but the stated age range is 14–18 and within the last twelve months one closed group had several 13 year-old students.

M28 Publicity claims that all teachers have an ELT qualification validated by a specific examination board. This did not apply to all the teachers at the time of the inspection, some of whom did not have an ELT qualification that was externally validated by a reputable examination board.

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.	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.	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.	Met

Comments

P1 The premises are maintained to a good standard and cleaners operate almost continuously while students are in the building. The branded decoration is smart and bright. The interior as well as the small exterior seating areas offer a very comfortable environment for students and staff.

P4 Drinking water is available from dispensers at various points around the buildings. There are many cafes and food outlets within easy walking distance of the school, and the on-site cafeteria offers home-cooked hot meals and cold snacks throughout the day.

P5 Excellent signage enables easy movement between the two buildings and five floors. Noticeboards, which are well maintained and display information attractively, are strategically placed in the common areas, landings and in classrooms.

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.	Met
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.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 The in-house materials include coursebooks at all levels, support materials, online and self-study resources. There are specific resources for general English, IELTS preparation and teenage courses. The content is appropriate to the needs and interests of the students.

P8 Teachers have access to a wide range of materials, including the teachers' books and the interactive whiteboard (IWB) files which accompany the in-house coursebooks. Supplementary materials and coursebooks are well organised and easily accessible in the teachers' room.

P9 Teachers receive good training in the use of the IWBs which are found in every classroom. However, not all the functions were working on some of the IWBs and external engineers were not available at short notice.

P10 Facilities for independent learning are of a high standard. They comprise the well-resourced study centre and the online self-study materials, which are an integral part of the course.

P11 Students receive guidance in the use of the study centre and the virtual learning environment (VLE) during their induction. A senior teacher is available at set times in the morning and afternoon in the study centre to give further guidance. Teachers set homework from the VLE and individual study plans include further VLE suggestions.

P12 Policies for the review and development of resources are led by the HO team. Coursebooks at some levels have already been revised and edited and the remaining levels are currently undergoing the review process.

Teachers are asked to report any errors in the materials and are free to make suggestions.

Teaching and learning

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

Report expires 31 March 2023

Comments

T2 Three teachers did not have ELT qualifications that meet Scheme requirements. They had undertaken ELT courses with the required input and observations, but the qualification had not been validated by a reputable examination board. All three had relevant teaching experience and were well supported by the academic management and within the teaching team. The rationales for the three teachers were accepted within the context of this inspection.

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.	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 There are very effective procedures in place to address aspects of academic management affected by continuous enrolment. Teachers receive guidance in the teachers' books. The learning week starts on a Tuesday, when new students join the class, and the in-house materials' spiral curriculum ensures frequent recycling of language and skills learned. Teachers advise students in the use of the VLE if they need extra input into a particular language area.

T9 Teachers receive a very good level of support and guidance. There are ten development sessions arranged during the year and over the summer, shorter sessions are arranged more often in order to assist temporary and less experienced teachers. The DoS, senior teachers and more experienced teachers are on hand to offer ongoing guidance, and newer teachers commented on how helpful they found this informal support.

T10 There are very effective arrangements in place for observing and monitoring teachers. Permanent teachers are observed twice a year. New teachers are observed soon after they start and are then observed according to need. The written feedback includes clear action planning and comments about how this has been followed up in further observations. Observations are regarded by teachers as developmental and helpful.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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.	N/a
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

T11 Principles are clearly stated in the KIE global curriculum and in the teachers' handbook. The course structure is laid out clearly in the teachers' books, which accompany the coursebooks.

T12 The in-house materials are under constant review and some of the levels have been revised already, with others due. The school, in response to student needs and requests, chooses the elective classes and the study club options.

T15 Independent learning is an integral part of the package of KIE materials, especially the online materials, which students work on in their own time and can also choose to access after they leave the course. Individual study plans, discussed during tutorials, help students to focus on their learning needs and to develop their independent learning strategies.

T16 The in-house materials contain a repeated theme of real world English, linking classwork to outside the

classroom. Study clubs, which are open to all students, allow students to practise language useful outside the classroom, for example in the host family. Some of the electives relate to local interests such as Scottish history.

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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 There is an online test available for students who need a particular level to join a course with specific requirements, and students who are coming for a short period are also encouraged to take this test pre-arrival. Year round others take an online, in-house devised test on arrival. Needs are assessed during an oral interview. During peak times with large intakes, the testing and needs analysis is not as thorough, but is still very effective.

T18 There are thorough and effective procedures for evaluating, monitoring and recording students' progress. The results of the regular tests are discussed during tutorials and the scores are recorded and accessible to the students.

T19 All students have access to the online learning tools and teachers direct them to areas where extra practice is needed. Their needs and requests to move level can be assessed by their scoring in the online testing.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	General English classes and electives

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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

T24 The course objectives were taken into account and individual profiles in plans were detailed. However, despite the range of levels and needs identified, there was very limited attention to differentiation.

T25 There was generally a coherent sequence of activities. However, in lesson plans aims were expressed in terms of learner or teacher activities rather than learning outcomes, and the weekly plans for students referred to what they would be studying rather than what they would be able to do.

T26 A range of appropriate teaching techniques was seen and included effective elicitation, concept checking and good techniques for demonstrating production of sounds. Background music was used to good effect in some segments seen. Sometimes there was no pre-teaching of vocabulary and no clear tasks set before a reading or listening activity.

T27 Teachers demonstrated confident use of the interactive white boards and other resources and materials. They gave clear instructions for tasks, but overall there was very little re-grouping of students or variety in interaction patterns.

T28 Positive feedback was used effectively and errors were picked up and corrected in a variety of ways.

T30 Teachers had an open and encouraging manner with students, who were generally motivated and confident. In some lessons where the pace was too slow and the atmosphere was not challenging enough, students appeared to be less engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to less than satisfactory, with the majority being satisfactory. Teachers demonstrated a sound knowledge of the use of English and the linguistic systems underlying it. Course objectives were taken into account in plans, but despite identifying individual needs, there was little attention to differentiation. Relevant learning outcomes were not clear or made known to students. Teachers used a variety of teaching and feedback techniques and lessons included activities to evaluate learning. Resources in the classroom were generally managed well. Teachers were encouraging and generally students were motivated and confident.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not 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 There is a thorough risk assessment of the premises which is regularly reviewed and updated. The building has secure key-code entry, CCTV and a fully staffed reception desk. There are trained fire marshalls, regular fire drills at least twice a year, and a walk-through drill on the students' first day.

W2 Procedures for dealing with critical or major incidents have been introduced, with clear instructions from head office. However, there has been no specific training at the school for what staff and, where relevant, students should do in the event of a major incident.

W3 There are high standards of pastoral care throughout the school. Staff with welfare responsibilities are introduced at induction and their photographs are displayed. Posters referring to agencies and support networks are suitably displayed and some staff have received training in areas such as mental health issues and eating disorders. Wheelchair users and special needs students are catered for.

W4 There are effective policies available for staff and students for promoting tolerance and respect. Information is available in handbooks and there are visually informative posters in every kitchen at the residence and every bathroom in the school. The school has an active Prevent policy which is presented to all students as part of their induction.

W7 Full information and advice is given to students before they arrive, during their inductions and in handbooks and online applications. The information is clearly presented and the use of visuals ensures students with lower levels of English can access it.

W8 Accurate and comprehensive information on health care is given in an accessible format in the induction, and is backed up with information sheets. Students at the residence are able to register with a nearby medical practice.

First aiders' names, including mental health first aiders, are identified on noticeboards. All students are told to register with a GP practice.

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.	Not 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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 All three of the homestays visited were of an acceptable standard. The homes were comfortable and generally in a good state of repair and decoration. One homestay would benefit from some redecoration in the student bathroom. Hosts were friendly and well informed about the school's requirements.

W11 The school has a policy of re-inspecting hosts every two years. However, one of the hosts sampled had not been inspected since 2014. The hosting agreement states that it is a legal requirement for all hosts to complete a fire risk assessment of their home. Although there was evidence of the fire service having conducted safety checks in many homes, there is no requirement for hosts to conduct fire risk assessments for the benefit of their students.

W13 Students are sent a personal email on their first or second day asking if there are any problems in the accommodation. This is followed by a simple questionnaire after their first week. A log is kept of issues and action taken.

<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 area 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

Comments

The applicable criterion in this area is 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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site	Met

and off-site activities.	
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W23 Students are kept well informed about social, cultural and other events. There is a large noticeboard in the student lounge displaying well-presented information about all the weekly events available both on the school leisure programme and in the local and surrounding areas. In the week of the inspection the Edinburgh Fringe festival was taking place and students were being directed towards events that might be interesting for them. Students are also encouraged to recommend events to other students.</p> <p>W24 There is an excellent and varied programme of scheduled activities, with a staffed event every day, plus a weekend excursion organised with an external company. In-house events take place two or three times a week. There are separate age-appropriate events for under-18s. Popular events include bowling, cinema, pub nights and walks in and around Edinburgh. At induction students are told about the programme, including its potential as a learning tool. Students can give feedback about the leisure programme and suggest ideas for events at the quarterly student focus group.</p> <p>W25 The social programme manager is based in reception and is known by all the students. He is experienced in the role and supported by other staff. He is also the senior teacher, and, as a result, there is an opportunity to link the academic programme to the leisure programme wherever possible. A budget and resources are available as required.</p>	

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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts 16–17 year-olds enrolled on adult courses. In the week of the inspection there were 33 students aged 16–17 out of a total of 310 students. The school also accepts closed groups of 14–18, but there were no groups present during the week of the inspection.

S4 Requests for references for homestay hosts recruited since 2016 are in the process of being sent out but are not yet complete. Some versions of the reference template for staff, as well as hosts, do not include a question about suitability to work with under 18s. One teacher who had been working outside the UK did not have a police check and there was no evidence of control measures having been put in place.

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	1996
Last full inspection	July 2014
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 HO and other Kaplan schools within the group
Other related non-accredited schools/centres/affiliates	N/a

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	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	277	284
Full-time ELT (15+ hours per week) aged 16–17 years	33	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	310	314
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	16-65	16-65
Adult programmes: typical length of stay	2–6 weeks	2–6 weeks
Adult programmes: predominant nationalities	Chinese, Italian, Spanish	Chinese, Italian, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	26	25

Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	14	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

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 DoS is not scheduled to teach. One senior teacher scheduled for six hours, second senior teacher for 21 hours.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	4	
TEFLI qualification	19	
Holding specialist qualifications only (specify)	0	
Qualified teacher status only (QTS)	0	
Teachers without appropriate ELT/TESOL qualification	3	
Total	26	
Comments		
None.		

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	149	32
Private home	0	0
Home tuition	0	0
Residential	99	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	1
Staying in privately rented rooms/flats	29	0
Overall totals adults/under 18s	277	33
Overall total adults + under 18s	310	