

Organisation name	Kaplan International Languages, Liverpool
Inspection date	18–20 May 2023

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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, W1, W26, and S5 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Kaplan International Languages, Liverpool in May 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of adults (18+) and under 18s.</p> <p>Strengths were noted in the area of strategic and quality management.</p> <p>The inspection report noted a need for improvement in the areas of publicity and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Kaplan International Languages Liverpool 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. Three 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 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, the premises and courses remain the same. There has been a change in all management staff including a new principal who is the former accommodation and welfare manager.

This inspection took three days. Meetings were held with the principal, the director of studies (DoS), the student services manager (SSM), and the accommodation and welfare manager. Separate focus group meetings were held with students and teachers. The inspectors observed segments of lessons taught by all the teachers on the timetable. One inspector conducted virtual visits of one of the residences and had remote conversations and visits with two homestays.

## Address of main site/head office

2nd Floor, Cotton House, Old Hall Street, Liverpool L3 9TX

## Description of sites visited

The school occupies the second and fifth floors in an office building in the business district of Liverpool, which is in the city centre. There are lifts accessing all floors. On the second floor there is a reception and student relaxation area, a staffroom, a multi-faith prayer room, a foot washing room, a study centre, five classrooms and offices for the principal, director of studies, accommodation and welfare team, and also one office for one of the operations managers for the UK and Ireland. The second floor is a dedicated 30+ centre. On the fifth floor there is a teachers preparation room with resources and computers, a reception and break out area for students, a study centre with computers and resources for students, and eight classrooms. There is also an additional office space which is currently not occupied. In total there are 13 classrooms. There are toilets which are shared with the building's other occupants in the stairwells at each end of the building and on every floor. There is a disabled access toilet in the basement which can be reached via the lift. There is also a bike store and showers for staff in the basement.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### 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 additional pre-prepared self-study materials. Students aged 16 and 17 are accepted on adult courses. In addition, the school runs courses specifically for students aged 30 plus.

### Management profile

The principal oversees the day-to-day running of the school. There is a DoS who manages the academic programme, supported by two senior teachers and two academic support managers. The accommodation and welfare manager is responsible for health and safety, welfare, and accommodation, and is the local safeguarding officer. The SSM manages front-of-house operations and student enquiries. The principal and the SSM are responsible for the premises and safety of the building, in partnership with the building managers. The leisure programme is run by the principal, the DoS and the academic support managers.

### Accommodation profile

The school offers accommodation in five residences managed by external providers, and in half-board homestays with the option of full board. All homestay accommodation is managed by the school. Under 18s are accommodated in homestays or stay with family. Accommodation in the residences is either in studios or ensuite rooms arranged in cluster flats with a communal kitchen and lounge. Each residence offers a range of additional communal areas including a laundry, common rooms and study areas and some have outdoor space. Residential accommodation is for adult students only. Homestays and the residence are all situated within 30 to 60 minutes travel time of the school.

### Summary of inspection findings

#### Management

Overall, the provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values. Some sections of the school's publicity are inaccurate, written in inaccessible language and do not give rise to realistic expectations. The structure of the organisation is well established, communication is very good and student administration is carried out efficiently and effectively. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed.

#### Teaching and learning

The provision meets the section standard. The academic management team and teachers have appropriate qualifications and experience. Teachers receive good support, and courses are well managed to provide benefit to students. Course design and learner management are effective. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care and ensures their health and safety effectively. A good range of comfortable, friendly accommodation is offered and is well managed. The leisure programme is designed to meet the needs of the students, although planning and health and safety measures are not adequate. Risk assessments are not sufficiently detailed to ensure the safety and security of all students. There is a need for improvement in *Leisure opportunities*.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is a clear safeguarding policy, and staff are well trained to implement it. Recruitment is handled effectively and there are accurate and up-to-date records on file for all staff. However, procedures for handling poor attendance and the supervision of students on the premises require attention. There is appropriate provision for the safeguarding of students under the age of 18

in the accommodation provided, although systems to ensure the health and safety of students on leisure activities are inadequate.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

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

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

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

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.

M6 There is a range of mechanisms for collecting staff feedback including regular one-to-one review meetings. All staff reported that their views were listened to and valued.

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

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	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.	Met

### Comments

M10 Staff files contain all the required documentation, but in many cases, copies of certificates have not been signed and dated.

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

M12 There is a robust supportive appraisal policy and procedure in place which is enhanced by regular one-to-one meetings between employees and their manager.

<b>Student administration</b>	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 administrative staff at the school check in with students with offers of advice regularly.

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 and an effective system for recording student absences. However, sanctions and warnings are 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.

<b>Publicity</b>	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	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.

M22 The fact file states that a sun terrace is available to students, when it is not. Some of the advertised features of the 30+ course were not available at the time of the inspection.

M23 The language used is largely acceptable except for the introduction to the school on the website which is not accessible at a B1 level.

M24 The advertised minimum age for the 30+ course is stated as 30, but students under this age are accepted onto the course. The stated maximum class size of 15 is not accurate. The stated levels of English for the 30+ course are not accurate.

#### Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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

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

P6 There is a good-sized staffroom and a separate teachers' room which offer staff generous comfortable spaces for working and relaxation.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

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

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
T2 All of the teaching team except one holds a relevant ELT qualification. A rationale was provided for them and was accepted on the basis of other qualifications and experience that they have, their deployment and the support and monitoring that they receive from the academic management team.	
<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not 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.	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
<b>Comments</b>	
T5 The DoS has a good knowledge of teachers' strengths and weaknesses and takes personal preferences and circumstances into account when timetabling classes. The DoS and senior teachers work closely with teachers to extend their capacity to work on different courses.	
T6 Timetables are produced in a timely and accurate manner. However, they do not always accommodate students' levels or course choices appropriately. This has resulted in students being placed in an inappropriate class or at an inconvenient time of day, or in classes being filled beyond capacity.	
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 with a strong focus on constructive reflective feedback and the identification of professional development opportunities.	
<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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.	Strength
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
<b>Comments</b>	

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. However, there is no written guidance for teachers outlining the distinction between the 30+ course and general English courses.

T14 There is a very good range of study clubs which have been developed with the needs of the students in mind.

<b>Learner management</b>	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.	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

T18 Students take a progress test every five weeks, which is followed by a tutorial with their teacher. Tests are linked to an external reference, the Common European Framework of Reference. Tutorial records are detailed and complete, and students receive excellent developmental guidance as part of the progress.

T19 There are effective systems in place for identifying students who require additional support. The DoS meets with these students, offers guidance and sets them clear targets.

#### Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	General English (regular and 30+), IELTS preparation, business English and electives.

#### Comments

None.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Not met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 In a significant number of cases, models of spoken English and explanations of language were unclear, inaccurate, and lacked context. Although in stronger segments, teachers demonstrated a sound knowledge of language and models were appropriate and clear.

T24 Lesson plans all included a class profile, which demonstrated a good awareness of students' strengths, needs and interests. Potential difficulties were identified and pre-empted.



T25 In most cases, appropriate learning outcomes were identified, and a clear set of activities were planned around them. Some plans did not identify learning outcomes clearly and described student or teacher activities instead.

T26 Overall, a good range of techniques was demonstrated. Teachers were adept at using questioning techniques, elicitation and prompting. In stronger segments teachers effectively developed students' sub skills and pronunciation using appropriate techniques.

T27 In all classes, interactive whiteboards were used to good effect. Coursebooks and other resources were used competently, and in the stronger lessons, teachers brought the materials to life using creative imaginative strategies. Instructions were mostly good, although some could have been more clearly expressed, modelled and then checked.

T28 Teachers monitored students well when they were completing activities, and usually gave useful feedback during this stage of the lesson. In addition, there were some good examples of appropriate peer, self and teacher correction. However, in some classes there was a lack of appropriate correction of student errors.

T29 Most classes comprised shorter activities which gave teachers and students opportunities to check understanding before moving to the next part of the lesson.

T30 There was a positive learning environment in almost all classes. Teachers personalised lesson content to engage students and were skilled at building rapport within their classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. In some classes models of spoken English and explanations were not accurate or clear. Lessons were well planned and lesson objectives were provided with the needs of students in mind. A variety of teaching techniques was observed and technology was used well across all lessons. Feedback featured in most lessons, although it sometimes lacked rigour or purpose. Students were engaged and motivated, and there was a positive learning atmosphere in classes.

### 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 Insufficient attention has been given to risks associated with the shared use of the premises and access to the school from members of the public.

W3 All members of the welfare team are introduced to students during their first day induction and feature on posters throughout the building. Weekly emails to students and attractive noticeboards promote pastoral care and there are regular events at the school focusing on wellbeing and mental health.

W4 Diversity, tolerance and respect feature prominently in induction, and in posters and leaflets around the school, ensuring that staff and students have a good awareness of the school's expectations and procedures for dealing with abusive behaviour.

W7 Students receive very good information and advice about life in Liverpool prior to their arrival. This is followed up with a comprehensive induction, ongoing useful advice and guidance and noticeboard displays around the school.

W8 There is very good medical and mental health first-aid provision in the school. Several staff have first aid training and are made known to staff and students through induction and posters, and there are regular communications from the school on mindfulness and mental health. Students are provided with very clear guidance on how to access healthcare in the UK, and all students are encouraged to register with a local GP.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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.	Strength

#### Comments

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

W11 Procedures for carrying out and recording inspections of accommodation, including all required safety checks, are robust. Comprehensive information on the hosts and the home is available and the team members have previous experience working at one of the residences offered.

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

#### *Accommodation: homestay only*

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.	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 Both hosts spoken to reported that they had accepted more than four students at one time in the past.

#### *Accommodation: other*

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

#### Comments

The criteria in this area are fully met.

#### **Leisure opportunities**

Need for improvement

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Not 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
<b>Comments</b>	
W25 A plan for the implementation of each leisure activity is not formally drawn up or communicated. W26 Risk assessments do not sufficiently identify risks specific to individual activities.	

### 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.	Not 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 and 17 year old students on adult courses. At the time of the inspection there were seven students aged under 18 at the school. During peak weeks, the school has approximately 20 under 18s out of a total of 475 students.

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

S2 Both the designated safeguarding lead and her deputy are trained to specialist level. All other staff, homestay hosts and sub-contractors complete at least basic level training. All are made aware of the safeguarding policy and asked to sign a declaration that they have read and understood it.

S5 While attendance procedures are in place and made known to students, insufficient action is taken for students under 18 who do not attend regularly. Lanyards are not always worn by students and a risk assessment is not in place for under 18s using toilets that are shared with other occupants of the building.

#### 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	November 2014
Last full inspection	November 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, Edinburgh, 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	April 2014
Ownership	Name of company: Aspect International Language Academies Ltd Company number: 2162156
Other accreditation/inspection	N/a

**Premises profile**

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

**Student profile**

	At inspection	In peak week: July 2022 (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	250	355
Full-time ELT (15+ hours per week) aged 16–17 years	5	15
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	103	100
Part-time ELT aged 16–17 years	2	5
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>360</b>	<b>475</b>
Junior programmes: advertised minimum age	N/a	0
Junior programmes: advertised maximum age	N/a	0
Junior programmes: predominant nationalities	N/a	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–72	16–72
Adult programmes: typical length of stay	3–6 months	2–3 months
Adult programmes: predominant nationalities	French, Spanish, Italian, Saudi Arabian	French, Spanish, Italian, Saudi Arabian

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	29

Number teaching ELT 20 hours and over a week	16	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	0	

#### 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

Two senior teachers taught 15 hours each per week during the week of the inspection.

#### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		8
TEFLI qualification		9
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		1
Total		18

#### 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	75	7
Private home	0	0
Home tuition	0	0
Residential	150	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	128	0
Overall totals adults/under 18s	353	7
Overall total adults + under 18s	360	