

Organisation name	Kaplan International Manchester
Inspection date	15–16 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Kaplan International Manchester in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, accommodation and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	September 2009
Last full inspection	September 2013
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	None
Other related accredited schools/centres/affiliates	Accredited schools in Bath, Bournemouth, Cambridge, Edinburgh, London (2), Oxford, Salisbury and Torquay
Other related non-accredited schools/centres/affiliates	Kaplan Schools in Ireland, New Zealand, Australia, Canada and the USA. Partner schools in Malta and Singapore. Other branches of Kaplan Education worldwide.

Private sector

Date of foundation	March 2010
Ownership	Name of company: Aspect ILA Ltd Company number: 02162155
Other accreditation/inspection	ISI

Premises profile

Address of main site	6 th Floor, 1 Portland Street, Manchester M1 3BE
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	<p>Kaplan International Manchester (KIM) occupies the top floor of a modern, six-storey office block in the centre of Manchester. A wide range of transportation, retail and catering facilities is located close by.</p> <p>There is a large reception area next to which all the management and administrative offices are located. There are eleven classrooms, a multi-media room, a study centre, a student lounge, two quiet 'reflection' rooms for male and female students and a staff kitchen. The teachers' room is on the fourth floor. Toilets are located in the lift lobby area.</p>

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	201	313
Full-time ELT (15+ hours per week) aged 16–17 years	25	25
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	226	338
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–60	16–director of studie62
Adult programmes: typical length of stay	18 weeks	14 Weeks
Adult programmes: predominant nationalities	Saudi Arabian, Spanish, Turkish, Korean, Chinese	Saudi Arabian, Turkish, Korean, Chinese, French
Number on PBS Tier 4 General student visas	2	2
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	174	181

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	16
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	3

Comments

The director of studies (DoS) does not teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	14
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	18

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main course is the General English Course, which runs for 15 hours a week. In addition, students have five and a quarter hours of Structured Study, which supports the core syllabus. Structured Study is made up of an online programme which includes exercises directly related to that week's class and an additional library of grammar, vocabulary and pronunciation exercises where students can access any level or exercise.

Students on the Vacation Course follow the General English Course but do not enrol for Structured Study.

The Intensive English programme comprises the General English Course and six hours of option classes a week. These classes may focus on IELTS or Business English, as well as general language skills. Depending on numbers IELTS is sometimes run as a main course.

Students choosing Structured Study also have access to two optional clubs a week organised by the Study Centre managers. These focus primarily on speaking practice for IELTS but other activities may take place, based on student requests.

There are other language practice opportunities for all students linked to social events organised by the school.

The General English classes start at either 08.15 or 14.30. Option classes are organised during the middle of the day.

One-to-one classes are offered as required. All courses are for adults (16+).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	61	19
Private home	0	0
Home tuition	0	0
Residential	55	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	85	6
Overall totals adults/under 18s	201	25

Introduction

Kaplan, Inc. is an American company providing higher education programmes and other training for all levels of education throughout the English-speaking world. Kaplan International Manchester (KIM) opened in June 2009 and moved to its current premises in September 2010. It is one of ten Kaplan International Colleges in the UK, all of which follow the same core curriculum and use similar resources and administrative systems. Marketing, human resource management and enrolment happen mainly through the London head office. There are regular meetings between the managers of the different schools, which promote the sharing of best practice and standardisation of the provision.

The inspection lasted two days. Interviews were held with the principal, the DoS, the student services manager, the accommodation and welfare officer and the social programme manager. Focus group meetings were held with the teachers, the adult students and the under 18s. All teachers timetabled during the inspection were observed and one inspector visited two homestay providers and a year-round student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

None.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of management with responsibilities and lines of reporting made clear. Arrangements for covering roles are in place and known by the relevant staff.

M3 Job descriptions are available for all staff with a full and practical description of their duties and responsibilities.

M4 There is a range of formal and informal meetings, which ensure good communication in the school and within the Kaplan organisation. The management and administrative staff share adjacent offices, which promotes on-going discussion and exchange of ideas. Minutes of more formal meetings were noted on file containing action points that had been followed up. Homestay hosts are also invited to social events at the school to promote communication and build relationships.

M5 Recruitment procedures are very thorough. Different policies provide appropriate and systematic guidelines on best practice and the use of specialised human resource management software results in accessible and very detailed records of all human resource procedures and records.

M6 All staff files were complete with evidence of a full investigation of the qualifications and experience of all employees.

M7 All induction procedures are well documented and thorough. Initial inductions for teachers are followed up by further detailed checks after two weeks. A range of checklists is used, which focus on the practical skills that staff require to become effective members of the team.

M8 All staff are monitored and supported in their work. They are appraised in January and receive detailed guidelines on the procedures and standards that are used as the basis of their appraisal. Any issues of

unsatisfactory performance are dealt with in a systematic way. All appraisal records were comprehensive and up to date.

M9 The school actively promotes the continuing professional development (CPD) of its staff and lists of the development activities for individual members of the administrative team were seen. The CPD policy highlights the fact that appraisals, personal development plans, peer observations, formal observations and in-house training sessions should form an integrated whole in order to promote the professional development and improved performance of all staff. Completed personal development plans were seen in all the teachers' files sampled.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Students commented very positively about the helpfulness and friendliness of the staff. The layout of the reception area and administrative offices promotes staff student contact and ensures that there is constant support and backup to handle changing volumes of work.

M11 Most courses are booked by overseas educational agencies and Kaplan sales offices, who know the school well and offer mother tongue support as required. The Kaplan sales team and overseas agents regularly visit the school and so are familiar with the courses and facilities available. Academic management staff are always on hand to handle any local enquiries which cannot be managed by student services staff.

M13 Student information is entered into the database at the time of enrolment. This is supplemented by the completion of a detailed registration form on arrival. All the required information is stored on individual student records, including notes about the English language competence of named emergency contacts, which is requested on the registration form. Students are automatically emailed every five weeks to ensure that all information currently held is up to date. Records sampled were accessible and complete. The database is available twenty-four hours a day via remote access.

M14 There are clear policies on attendance and punctuality, which are made known to students. Lack of student compliance results in warning letters and other sanctions. Strict procedures for checking attendance of under 18s were noted during the inspection. High standards are promoted by identifying and rewarding the class which has the best attendance and punctuality record during any study week.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The principal writes an annual KIM development plan for head office. This reviews many aspects of the school's provision and outlines plans for change and improvement. Areas included are facilities, employee development and customer services.

M18 In addition to initial and end-of-course feedback questionnaires, which students complete in class time, there are ten-weekly student satisfaction surveys which are completed online. All feedback scores are monitored by head office and routinely discussed by school managers. Aggregate scores are carefully checked on an on-going basis and improved ratings may be rewarded with additional remuneration. All feedback is circulated to relevant staff and any action taken is recorded.

M19 Staff are asked for informal feedback during meetings. In addition, they complete an annual generic Kaplan questionnaire which monitors levels of staff engagement with the company overall. There is also an optional online questionnaire for teachers about the local provision. Action taken as a result of feedback is recorded and

communicated to staff.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity consists of a brochure, leaflets and a website for all schools in the Kaplan English group. For each school it is possible to download a separate information guide, which provides a large amount of useful information about each location.

M21 The balance of text and visuals, together with the use of summaries of key points, makes the publicity generally easy to use. However, accessibility is sometimes reduced through the occasional use of words too difficult for the average non-native speaker.

M22 Claims about the provision are sometimes exaggerated. Promises about rapid progress towards learning goals are not supported with objectively verifiable evidence.

M25 Costs are not always easy to find and accurate prices are only available by contacting the school for a quotation.

M28 Publicity sometimes describes teachers as 'fully qualified', which was not the case for all teachers at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications work very well. There are good arrangements for the monitoring and professional development of staff. The general administration of students is effective and efficient. There are detailed procedures in place to monitor the quality of the services offered. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 The premises are in a very good state of repair, cleanliness and decoration. The reception area is well designed and provides a welcoming atmosphere for arriving students.

R4 There is a comfortable student lounge where students can bring in food they have purchased at the many food outlets located near the school.

R5 Clear signage assists students in finding their way around. Classrooms and common areas have a range of board displays, which provide appropriate educational, cultural and administrative information. Display boards are very well maintained and attractively designed to promote interest and accessibility.

R6 The spacious and comfortable staffroom is located on the fourth floor to provide sufficient work and storage space for all teachers, which would not have been available on the sixth floor. Teachers confirmed that its location and facilities allowed them to carry out their work in comfort.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 All main coursebooks are provided by the Kaplan organisation. The material is designed to accommodate weekly enrolment and is fully integrated with the structured private study available online. Each coursebook contains work for two weeks divided into two weekly units. Five books provide a framework based on a ten-weekly cycle for each level. The beginners level lasts five weeks. Each book has a different colour for clarity. Option classes are may be linked to commercially available coursebooks and teachers' own material.

R8 There is a stock of up-to-date supplementary materials and resources for teachers, which is accessible and organised by content. These are managed by members of the academic management team. Facilities for the production and reproduction of materials are available. Subscriptions to online ELT resource sites mean that teachers have access to a wide range of additional materials as required.

R9 The school has a good range of technology to assist with teaching. There are 15 computers in the multi-media room and 12 in the study centre. All classrooms and the multi-media centre are equipped with interactive white boards (IWB) and teachers are able to develop their skills by obtaining the Kaplan certificate in their use. The core course materials include specialised IWB slides and activities for classroom use. Teachers have further access to a large number of tablet computers for classroom exploitation. Teachers reported that all equipment was well maintained.

R10 There are two rooms for private study, the multi-media room and the study centre. Students can follow the general English integrated private study materials in either room and the study centre has additional self-access materials available including readers, DVDs, exam practice books and reference materials.

R11 Students have a full induction on their first day to the main course's private study material and other resources available. In the study centre there is a qualified member of staff available for an hour each morning and afternoon to assist students with any problems. Students can also log on to the private study programme on their own devices.

R12 Teachers are asked to provide feedback on the materials they use on an on-going basis and make recommendations for revisions to the Kaplan course and for further acquisitions of supplementary and methodological materials. Students are also asked to review resources in feedback questionnaires and tutorials. Based on this feedback head office reviews the core course and trials new editions in different schools before publishing updated versions.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The general environment of the centre supports the studies of students and the work of staff. There are sufficient and appropriate teaching and learning resources. Resources are reviewed and developed in a systematic way. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T4 The DoS has considerable experience in academic management. In addition, she has obtained a management qualification. One academic manager is TEFLI.

T5 One academic manager was TEFLI but had relevant experience and had almost completed his diploma level qualification. The rationale for his employment was accepted within the context of this inspection as he was not involved in observing teachers or providing inappropriate support.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are timetabled according to their expertise, experience and interest in developing new skills.

T8 As the main course is taught both in the afternoon and in the morning there are usually teachers available to cover any absences.

T9 There are effective procedures for managing continuous enrolment. While new students are being tested on Monday, existing classes consolidate the work from the previous week. Teachers use a range of techniques to help new students integrate academically and socially into the school and some students with a higher level of English choose to mentor new students who require special support. The course structure is specifically designed to accommodate the needs of continuous enrolment.

T10 There are detailed arrangements to ensure appropriate guidance and support for teachers and a CPD plan is produced for the whole year, integrating appraisals, lesson observations and training. Formalised in-service training sessions take place each month, although there is a regular opportunity to share successful classroom procedures at weekly administrative meetings. Action points identified during the round of December observations are followed up six months later and training opportunities are offered as required. There is regular attendance at external training sessions by staff, including the annual Kaplan Teachers day. Teachers attending such sessions always give feedback sessions. Teachers were very positive about the ongoing support provided by the academic management team.

T11 All teachers are observed at least twice a year and new teachers are observed early in their employment. As well as using the observation process to monitor standards, the school's policy emphasises the relationship between observation and professional development. The observation forms are comprehensive and clearly indicate strengths and weaknesses. At the same time they provide guidelines on strategies for improvement, which are then systematically monitored during follow-up observations. Students in any observed class are also asked for feedback, which then forms part of the overall evaluation by the observer. Teachers are also entitled to four paid peer observations per year, with two being organised by the academic team. Pairings are made based on teachers' development plans and the academic team's view of individual training needs. Teachers reported they found any face-to-face discussion of their own teaching with the academic team to be very useful and regarded lesson observation as an important part of their own professional development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course design derives from stated principles. The curriculum is based on the Common European Framework of Reference (CEFR) and the 'can do' statements for each level reflect this. The curriculum is 'spiral' which meets the needs of students who start at a different point in the syllabus, arrive with an individual learning profile and stay for varied lengths of time. The teachers' handbook describes the course rationale in considerable detail. The elective language skills options at different levels have the same weekly topic at the core of their course design.

T13 The school's policy is to review the design of courses on an ongoing basis. Feedback from students and teachers is communicated to the course writers who incorporate relevant suggestions into new trial units for schools to test and evaluate. In addition, Monday classes, which review and consolidate the previous week's work, provide learners with an opportunity to request further practice in those areas where they need extra support.

T14 The Kaplan books all have outline syllabuses for the level on the inside cover of the book and 'aims maps' for each level are displayed throughout the school reflecting the different colours adopted by the five books at each grade. The use of 'can do' statements for course objectives highlights learning outcomes in communicative terms. T15 Training in independent learning strategies is a key feature of the structured study element of the course, which the majority of students take. Students also receive a vocabulary book to assist with storing and learning of new words. Students are trained to use the study centre at the beginning of their course where a large number of resources are available to support independent learning. Although students are required to pay if they wish to use structured study components after they leave the course, the experience gained at KIM is good foundation for further private study.

T16 There is a policy to promote the extra-curricular programme as source of additional language learning. Activities can range from the celebration of national days to cultural and social activities. All are selected to promote communication and additional language practice. Specific club events are organised to encourage student participation and explore relevant linguistic content. Activity staff are trained to help students with their English while emphasising the opportunities for language learning when taking part in social events.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students take an online language test. This is supported by a face-to-face interview that evaluates students' spoken English, as well as analysing their learning needs.

T18 Progress tests are taken online and are linked to the students' starting date. They take place out of class time in the multi-media centre. The tests are designed to assess progress in reading, writing, listening and use of English, with a speaking grade added by the class teacher on the basis of the student's performance in class. The tests are proficiency tests, based on level learning outcomes rather than on class content. These are supported by tutorials, which take place on Mondays. As well as receiving the results of their test, students discuss their own individual learning plans and non-academic issues are dealt with as appropriate. All test scores are recorded on the database.

T21 Individual student reports are issued to all students after every test. On the database teachers record scores for each section of the test, marks for class participation and homework, comments and suggestions for improvement.

T22 Kaplan has its own specialised University Placement Service, which it provides free of charge to students enrolled for more than 16 weeks. It offers a wide range of services to assist with successful placement.

Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All advertised programmes were observed.
Comments	
None.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					

T23 Many teachers showed good knowledge of the linguistic systems of English and skill in demonstrating this to students. They always provided accurate and appropriate models of both spoken and written English.

T24 The content of the lessons was very appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs. Written class profiles revealed a good understanding of students' different cultural and linguistic needs.

T25 Lessons were well planned and learning outcomes were made known to students. There was a logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities, and timing and pacing were appropriate.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction and the personalised use of new language. Mingling, matching and information gap activities promoted a lively and dynamic atmosphere. Some teachers however, relied too heavily on the use of definition to explore the meaning and use of new words.

T27 A range of resources was used to facilitate learning. IWB work was generally successful with layout and colour being used effectively to highlight linguistic systems. Some teachers exploited the interactivity of the boards to good effect, engaging and motivating students. Technology was used appropriately and video and audio inputs provided learners with authentic examples of language use. Pictures and cards promoted student interaction and interest. However, a greater use of print and online reference resources would have encouraged students to explore new language in more detail.

T28 Some effective correction of errors was noted, including prompted self and peer correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccurate pronunciation and a lack of the exploitation of student mistakes as a source of learning. There was insufficient focus on accuracy with more advanced speakers.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking place. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input. Some teachers relied too heavily on asking students whether they had understood as a sign of learning having taken place.

T30 Teachers had engaging and authoritative classroom presences and there was a positive and good-humoured classroom atmosphere. Instructions were clear and checked. Many teachers effectively managed the grouping and re-grouping of students to promote interaction and learning. However, on occasion one or two segments were over-directed by the teacher, when students could have contributed more.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from very good to satisfactory. Overall the teaching was good. Teachers displayed a good knowledge of English and presented appropriate models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers had a good presence in the classroom and generally managed their classes well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers are appropriately qualified and courses are well designed to meet the needs of students. Students' progress is carefully monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is a reception desk on the ground floor of the building where visitors are required to sign in and a further reception desk on the sixth floor at the entrance to the school; this is staffed between 08.00 and 18.00, the opening hours of the school. ID cards are worn on different coloured lanyards: red for staff, blue for students over 18 and green for under 18s. Fire alarms are tested every week and there is a full building evacuation twice a year. Fire evacuation plans dividing the school into zones, each with its own fire marshal and escape route, are displayed in offices and classrooms. Photographs of the four members of staff who are first aiders are displayed around the school.

W2 The school provides pastoral care for its students through its accommodation and welfare manager and all other members of staff. Religious observance is possible in two *Rooms for Reflection*, one for men and the other for women. There is a poster on a noticeboard listing places of worship in the neighbourhood of the school. At the beginning of the inspection, no mosques were included in the list; details of two were added before it ended.

W3 The accommodation and welfare manager is the named person; he is introduced to students at their induction and his photo is prominently displayed around the school. There is also a member of staff with the specific brief of dealing with Middle East and North African (MENA) students' issues.

W4 There is a policy for dealing with abusive behaviour. The language in it is rather dense but was simplified during the inspection. The main messages of the policy using simple and accessible graphics are displayed in classrooms.

W5 The 24-hour emergency number is in pre-arrival information sent to students and on the ID card each student is required to carry.

W7 All the relevant information is provided by the accommodation and welfare and student support departments at induction, and in the student handbook and pre-arrival information.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school accommodates its students in homestays or in two residences, one year round and the other summer only. One inspector visited two homestays and the year-round residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The accommodation visited was of a very good standard. Rooms were spacious and suitably furnished; Wi-Fi was available in all cases. Laundry was done weekly in homestays and there was a well-equipped laundry room in the residence.

W10 Initial inspections are carried out by both the accommodation and welfare manager and the accommodation and welfare assistant enabling, among other things, a fire risk assessment to be carried out on-site and the existence of a Gas Safe certificate to be confirmed.

W12 The accommodation register is very detailed, recording visits, Gas Safe certificates, DBS status reference numbers and other relevant information. It automatically provides lists of homestays that are due to be revisited.

W14 First-week questionnaires related both to accommodation and general happiness are filled in by students during their first week. There was evidence that a recent complaint about accommodation had been picked up quickly and dealt with promptly.

W15 The *Host Family Manual* underlines the importance of a healthy well-balanced diet for students; the school provides a book of international recipes for hosts.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Rules, terms and conditions are clearly set out in the *Host Family Manual* and the hosts visited confirmed that booking arrangements were clear.

W19 There were instances of two students with the same first language accommodated in the same homestay at the time of the inspection. In all cases these had been requested by the students and the requests had been confirmed in writing.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 In the residence visited, students' rooms are cleaned weekly and common spaces daily.

W23 The residence is staffed round the clock; there is always at least one first aider present. The residence has links with a doctors' practice.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 A notice on a central noticeboard offers advice to students contemplating renting accommodation in the private sector but it does not warn them of the possible loss of contact with English speakers that this might entail.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Events and places to visit in Manchester are listed on the social programme noticeboard with further material on the social programme manager's desk which is located in the student relaxation area where she can easily interact with students in their breaks.

W27 There is an extensive and well-organised programme of excursions and activities. Activities during the week are generally offered twice during the day so that both students with classes in the morning and those with afternoon classes have the opportunity to participate. There is a wide range of activities offered with a good balance between sporting and non-sporting events. Many of the latter are prepared for in class and in all cases the social programme manager has a wide range of pertinent documentation.

W28 Written risk assessments with clear guidelines as to what should be done if the risks materialise are provided. These are 'live' documents taken by the staff accompanying the students and systematically amended, if necessary, after the event.

W29 The social programme manager is assisted by teachers when necessary. Full-day weekend excursions are outsourced to a local tour leader who was himself the school's previous social programme manager.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for and accommodated. The leisure programme is well resourced and is of a very high standard. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection. 25 students aged 16 or 17 were following courses at the school.

C1 There is a comprehensive and detailed safeguarding policy, but the designated safeguarding lead is, confusingly, called 'child protection officer' under the photograph of him displayed in classrooms.

C2 The policy is circulated to all adults who come into contact with under 18s through their role with the organisation. All members of staff have at least a basic level of safeguarding training. Should the designated safeguarding lead be absent for any reason, there is ample cover available as five other senior members of staff also have specialist training.

C3 There is a full description of the level of care and support for students under 18 in the publicity but it is not immediately accessible, being available in FAQs or through an inconspicuous link.

C5 Supervision ratios are satisfactory and some leisure programme events, such as an under 18s disco, are specifically for students under 18.

C6 There are clear rules for under 18s such as age-appropriate curfews. In general, however, students are treated as adults; parental consent for this is sought and confirmed prior to enrollment.

C7 Students under 18 are not allowed to stay in residences; they are accommodated in homestays, or privately with family members if the parents or guardian agree to this.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Care of under 18s is well documented and managed.
