

Organisation name	Kaplan International Manchester
Inspection date	20–21 September 2022

Section standards	
<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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Kaplan International Manchester in September 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management, course design, learner management, teaching, care of students, accommodation and safeguarding under 18s.

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

## Introduction

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

The inspection took two inspectors the equivalent of a day and a half and a part day over two days. The inspection was conducted remotely. Meetings were held with the regional principal, the regional academic manager, the deputy principal, and the accommodation and welfare officer. Focus group meetings were held with a group of students and teachers. One inspector visited two homestays and a residence remotely.

## Address of main site/head office

Floor 6, 1 Portland Street, Manchester M1 3BE

## Description of sites observed

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.

There is a large reception area next to which all the management and administrative offices are located. There are ten classrooms, a teachers' room, a study centre, a student lounge, two quiet 'reflection' rooms for male and female students and a staff kitchen. Toilets are located in the lift lobby area.

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

## Comments

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

## Management profile

The regional principal and the regional academic manager are responsible for both the Liverpool and Manchester schools and divide their time between the two. They are assisted by one deputy principal and one senior teacher at the Manchester school. There is an accommodation and welfare manager, who is assisted by the deputy principal. The regional principal reports to the director of operations at Kaplan head office.

## Accommodation profile

The school uses homestays; it has a large number of them, but many are, for different reasons, inactive. It also has a number of rooms retained in private student residences.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The provision of the operation is very well managed to the benefit of the students. Communication and feedback systems are very effective and inform regular reviews and the setting of clear objectives. Standards of customer care are very good. Generally, publicity is

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clear and accurate. *Strategic and quality management, Staff management and Student administration* are areas of strength.

### **Premises and resources**

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Thorough guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

### **Teaching and learning**

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive very good guidance and opportunities for professional development to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Academic management, Course design, Learner management, and Teaching* are areas of strength.

### **Welfare and student services**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. The management of the accommodation systems works to the benefit of students. The leisure activities are varied and tailored to meet the needs and interests of the students, and leisure risk assessments are very thorough. *Care of students and Accommodation* are areas of strength.

### **Safeguarding under 18s**

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure programme and accommodation provided. All safeguarding staff have had the appropriate level of training and other staff in the school and homestay hosts have had basic awareness training. *Safeguarding under 18s* is an area of strength.

### **Declaration of legal and regulatory compliance**

The items sampled were satisfactory

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## **Evidence**

### **Management**

<b>Strategic and quality management</b>	<b>Area of strength</b>
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	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**

M2 The school has its own development plan, based on company-wide objectives. Progress on the clearly stated objectives is carefully monitored and discussed at quarterly meetings.  
M4 Both formal and informal communication is very good, within the school, between the schools and with head office.  
M5 Surveys include a week one online survey, a quarterly student satisfaction survey and a leavers' course evaluation survey. The data from the surveys is collated, analysed and presented to relevant departments. Weekly

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tutorials give students the opportunity to give feedback more informally. Actions taken by each department to address negative feedback are carefully recorded.

M6 Staff complete an annual employee engagement survey and an action plan for the year ahead, informed by this, is created and shared with staff. Staff can also provide feedback during appraisal meetings and at staff meetings.

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

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

#### **Comments**

M8 Human resources policies are entirely appropriate and regularly reviewed at head office. Attention is given to staff wellbeing and the policies are very clearly presented in handbooks.

M12 There are well-established and thorough procedures in place for monitoring and appraising staff and these are presented clearly in staff handbooks. Objectives set in appraisal meetings are regularly reviewed in one-to-one meetings between staff and their line managers.

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

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

#### **Comments**

M14 There is an emphasis on good customer care throughout the organisation. Staff inductions and handbooks include reference to customer service standards and how to ensure that these are maintained.

M19 Students and staff are very aware of the attendance and punctuality policies. Procedures are applied rigorously and fairly.

M21 The complaints procedure is clearly presented to students at induction and displayed throughout the school.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Not met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is a website. There is also a company-wide brochure, as well as a downloadable 'fact file' about the Manchester school.

M22 Generally the publicity is accurate and realistic. However, claims that 'your English' will be improved 'to a high level of fluency' and that 'you will advance at least one level of English fluency every 10 weeks' are difficult to substantiate. The progress is promised for 'guaranteed courses', but it is not clear which courses this refers to.

M24 Information on courses is easy to find, very well presented and useful.

M28 In a video clip on the website, teachers are described as 'all very well qualified'. This was not the case for all the teachers at the school at the time of the inspection.

### Premises and resources

<b>Premises and facilities</b>	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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	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.	Met

#### Comments

P1 The premises are very well presented, clean and in a good state of repair. A very comfortable environment is provided for students and staff.

P5 Signage is clear and the noticeboards both in common areas and classrooms are large and display useful, clear and up-to-date notices.

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

#### Comments

P7 There is a good range of well-organised learning resources for students, including professionally produced in-house materials and online resources.

P8 Teachers have access to a large stock of teaching resources as well as methodology books.

P9 All the classrooms have interactive whiteboards and there are three levels of training that teachers can undertake. All teachers receive basic training during their inductions. A set of tablet computers is available for class use.

## 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>	
All the criteria in this area are fully met.	

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

T7 Cover arrangements are good. Some teachers are only timetabled to teach in the mornings or afternoons and are therefore available to provide cover, and there is a bank of other qualified teachers who can be called on when necessary.

T8 It is evident that very careful consideration is given to all aspects of academic management affected by continuous enrolment. Teachers are given good guidance in how to deal with it both during their inductions and in their handbook.

T9 The support given is good and valued by the teachers. Day-to-day support is provided by the regional academic manager and, in her absence, by the senior teacher who has a reduced timetable. There are monthly CPD sessions and opportunities provided for paid peer observations.

T10 Formal observations are carried out twice a year and new teachers are observed within their first week. Action points are identified and followed up. Teachers commented very positively on the observation process.

<b>Course design and implementation</b>	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a

T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T12 Regular reviewing takes place and feedback from teachers and students informs changes. The elective syllabuses have recently been reviewed with changes made to suit needs, and a new elective, The City Experience, has been introduced.

T13 Systems are good. Simple colour-coded course outlines are available for each week's work. These relate to the relevant colour-coded coursebooks, each of which has its own scheme of work.

T15 Independent learning is integral to both the Kaplan coursebooks and online materials. Study skills are included in the syllabus at every level and optional 'study clubs' are offered twice a week. The regular one-to-one tutorials give teachers further opportunities to advise students on developing study and learning strategies.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T17 Very effective procedures are in place for the correct placement of students. The tests used have been reviewed in the light of the needs of students with currently an emphasis on writing.

T18 Procedures for evaluating, monitoring and recording progress are very well established and rigorously applied. Students are tested at five-week intervals and their progress tracked.

T19 Individual support for students is very good. Their progress is discussed during their tutorials and study programmes put in place.

T21 Reports are thorough, detailed and professionally presented. Scores from tests are included, indicating the level attained as measured against the Common European Framework of Reference for Languages.

#### Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	General English

#### Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
<b>Comments</b>	
<p>T23 Teachers demonstrated a good knowledge and awareness of the use of English and the linguistic systems underlying it. Teachers gave clear explanations of grammar and lexis and provided good models of spoken and written language.</p> <p>T24 The content of the lessons demonstrated detailed knowledge of the students' learning needs and adhered closely to the course objectives. In better segments, differentiation was included in planning.</p> <p>T25 Plans stated relevant aims, although these were not always expressed as outcomes. These were presented to students at the beginning of the lesson and, in better segments, reviewed at the end of the lesson. Lessons were well staged.</p> <p>T26 Teachers demonstrated confident use of a wide range of teaching techniques and included questioning and eliciting, concept checking, and nominating.</p> <p>T27 The classroom environment and resources were managed very effectively. Student groupings and pairings were managed with sensitivity according to individual needs and good use was made of the interactive whiteboards.</p> <p>T28 Students generally received appropriate and timely feedback. Teachers used a range of correction techniques including self, peer and delayed correction. However, there were missed opportunities for feedback on pronunciation errors.</p> <p>T29 Lessons included activities to evaluate learning which included short task completion, monitoring and whole class feedback.</p> <p>T30 A very positive atmosphere was observed in classes; teachers showed sensitivity to individuals and used personalisation widely. Students were actively engaged.</p>	

### Classroom observation summary

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

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Access to the building is via card-controlled turnstiles in a building reception area. Access to the school on the sixth floor is through the school's reception area. Everyone in the building wears an ID card on a lanyard; the colour of the lanyard indicates whether the wearer is a member of staff, an 18+ student or an under 18 student. There are two building evacuations a year; fire alarms are tested weekly. Three members of staff are first aid trained; their



identities are made known. Risk assessments are in place and there is a daily risk-assessing walk round the school by a member of staff.

W3 Students are introduced to the welfare and accommodation manager at induction and his photo is on a number of walls to remind students of his role. Specific arrangements for under 18s are mentioned at induction. There are two *Rooms for reflection*, one for men and one for women.

W4 There is a student code of conduct accessed through a QR code on the back of the student ID card and posters with bullying and *Prevent* information on classroom and other walls. Full policies in this area are on the website.

W7 Information is provided in the *Fact file and departure guide* pre-arrival, at induction and via a QR code that links to the *Welcome Pack* with more detailed information about life in the UK in general and medical care in particular.

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

W11 The initial and subsequent visits are thorough, well documented and take place within the required time frames.

W14 The Hosting Manual is comprehensive and the hosts visited felt that it covered all their questions; they were well informed about key issues. It includes international recipes.

W15 As well as recipes, the handbook gives advice about cooking for people from different parts of the world. Hosts are paid a supplement if they need to prepare halal, lactose-free or gluten-free diets.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All the criteria in this subsection are fully met.

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

#### **Comments**

The relevant criterion in this area is fully met.

<b>Leisure opportunities</b>	Met
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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.	Not 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.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W23 There is no system in place to provide students with information about what is going on in Manchester. W26 Risk assessments are in place for activities. Supervising staff sign to confirm that they have read them and are encouraged to feed back if they feel amendment is necessary. All risk assessments are in any case reviewed annually.	

### Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	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
<b>Comments</b>	

At the time of the inspection, there were three 16 and 17 year-olds studying on adult courses.

S2 The policy or a policy summary is available to all staff, hosts and other subcontractors and all receive basic training with online generic training for staff and a specific training package developed in-house for hosts. The designated safeguarding lead (the accommodation and welfare manager) and the deputy designated safeguarding lead (the regional principal) both have specialist training.

S5 Students under the age of 16 are not accepted except in closed groups. Under 18 students' names are highlighted on attendance registers. Any absences are reported within 15 minutes. When class trips take place outside the school, under 18s are required to remain with the teacher at all times.

S6 Rules for under 18s on adult courses are explained at induction; students then sign an 'Under 18 Contract'. The rules include a 23.00 curfew. Homestay hosts were clear about the action to be taken if this curfew was not observed.

### 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	September 2009
Last full inspection	August 2017
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, Liverpool, London, Oxford and Torquay.
Other related non-accredited schools/centres/affiliates	Kaplan Schools in Ireland, New Zealand, Australia, Canada and the USA. 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	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

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	166	173
Full-time ELT (15+ hours per week) aged 16–17 years	3	39
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
<b>Overall total</b> ELT/ESOL students shown above	<b>169</b>	<b>212</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	17–55	16–58

Adult programmes: typical length of stay	17 weeks	11 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti, Swiss	Saudi Arabian, Spanish, Kuwaiti

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	15
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
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 three years relevant experience	0
Total	2
Comments	
The Senior Teacher was scheduled to teach 12 hours during the week of the inspection. The Director of Studies does not have any scheduled teaching hours.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	11
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	53	2
Private home	0	0
Home tuition	0	0
Residential	28	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	85	1
<b>Overall totals adults/under 18s</b>		
	166	3

Overall total adults + under 18s	169
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