

Inspection criteria, requirements and additional guidance

This document is for ELT providers, inspectors and the Accreditation Scheme Advisory Committee (ASAC). It informs preparation for British Council inspection, and the writing and moderation of inspection reports. It should be read in conjunction with the *Accreditation UK Handbook* which contains the rules and procedures for accreditation.

Criteria and requirements

The first column contains the section standards, inspection criteria (in bold) and main requirements for each criterion to be met (2024 changes in red). These are valid for all inspections taking place between **1 January 2024 and 31 December 2027**. An indication is also given of the number of strengths necessary for an area to be identified as an *area of strength* and the number of not mets that will normally lead to a *need for improvement* in an area. Please note that the ASAC has the discretion to make an area a *need for improvement* on the basis of fewer not mets.

Additional guidance

The second column is to help providers meet the requirements. [2024 changes in this section have not been highlighted.]

It provides a gloss to aid understanding of the criteria and their application in different contexts. Additionally, it gives examples of good practice which may help providers achieve an area of strength, and identifies those criteria which cannot be awarded a strength.

Examples of good practice: The examples are designed to help providers and inspectors identify aspects of provision which significantly exceed the minimum standards set out in the criteria and improve the quality of the student experience. The examples are not designed to be used as a checklist but to provide examples of provision that contribute towards the awarding of strengths. Inspectors and the committee also take into consideration such matters as the type and size of the provision, and use their judgement and their knowledge of the wider provision when determining where strengths may be awarded.

As standards improve, so further examples of good practice are identified. For this reason, more examples of good practice may be added during the period that these criteria apply.

Evidence, including documentation

The third column lists evidence and documentation relevant to assessing the criterion.

Different course types. The Additional guidance column includes context-specific notes for some setting or different course types, including:

EAP (English for Academic Purposes): language tuition preparing students for further academic study in an English-speaking environment; includes pre-sessional and in-session provision; ISC (International Study Centre): EAP department/unit within a boarding/independent school.

Applied English: this includes Content and Language Integrated Learning (CLIL) courses, subject/content-driven courses and project or task-based courses, from which students are intended to derive linguistic benefit or improved English language skills in addition to content or subject learning.

ESP (English for Specific Purposes): English with a specific vocabulary and skills focus, for example English for business.

HT (home tuition): where students are accommodated and study in the language teacher's home.

Seasonal courses/centres and short courses: courses of one to three weeks at specific times of the year, fewer than 25 weeks/year.

Qualification profiles. The following qualification profiles are referred to (please see *Section 4.2 Academic staff qualifications*, December 2023 for specific guidance on the qualifications or qualification combinations for each category and the validity requirements):

TEFLQ (TEFL qualified): a higher level qualification in TEFL/TESOL, e.g. a diploma in Teaching English to Speakers of Other Languages.

TEFLI (TEFL initiated): a first-level qualification in TEFL/TESOL, e.g. a certificate in Teaching English to Speakers of Other Languages.

QTS (Qualified Teacher Status): teachers with a PGCE or equivalent qualifications which qualify them to teach in state maintained schools in the UK.

ATEFL (Access TEFL): a new supported continuing professional development (CPD) route:

We are developing a new supported CPD route, to be called 'AccessTEFL' (ATEFL). This is in response to the proposal from the 2023 review of the Accreditation UK inspection scheme that we create a new apprentice teacher category to support and encourage providers to invest in the development of teachers with qualifications that do not fully meet Scheme requirements for TEFLI. The ATEFL route will serve the following objectives:

1. To increase the accessibility of our industry to new entrants via a low-cost in-service qualification route;
2. To develop the role of accredited centres in contextualised teacher training and development via lesson observations, observed teaching, and further supported CPD;
3. To provide a training route for those with non-standard TEFL qualifications and/or a range of TEFL experience but no TEFLI qualification, without the need for these teachers to take a new pre-service qualification;
4. To increase the pipeline of EFL teachers able to work in both year-round and seasonal centres;
5. To provide a moderated and certificated qualification that EFL teachers can use to find work in the UK, and which confers TEFLI status.

ATEFL teachers in training will need to submit a portfolio of their teaching practice, observations and further supported CPD to English UK for moderation. The process will take three to nine months to complete from the teacher's appointment. Successful candidates will receive a certificate that gives them TEFLI status. **Further details on the scheme are available at www.englishuk.com/accessTEFL.**

Other terms used:

Student portal/app – digital platforms or applications through which information is shared with students; may be for communication or administration only or include learning materials, e.g. a VLE (Virtual Learning Environment) or LMS (Learner Management System).

Management		
Standard The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.		
Criterion and requirements	Additional guidance	Evidence, including documentation
Strategic and quality management (Area of strength: four strengths, no not mets; need for improvement: three not mets)	Additional guidance	Evidence, including documentation
<p>M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> The statement is explicit and in writing. It covers all key aspects of the organisation's work. It is made known to all staff. 	<p>Examples of areas that might be covered: business, welfare, educational, environmental goals; values underlying relations with clients and with staff.</p> <p>Goals: what an organisation wants to achieve in its work now and in the future. E.g. a business goal might be 'To increase the range of courses we offer for young learners'.</p> <p>Values: ideas that influence the way the organisation behaves and operates, e.g. 'Integrity' (being honest, open, ethical, and fair).</p> <p>Statement made known to staff through, e.g. documentation written for them (staff handbooks, induction material, job descriptions etc.).</p> <p>Examples of good practice</p> <p><i>Evidence of staff engagement in process of creating the statement.</i></p> <p><i>Evidence that statement is integral to the working of organisation, not just a form of words (e.g. forms part of recruitment, inductions, appraisals, publicity).</i></p> <p><i>Managers understand and can articulate relevance of goals and values of organisation to current context.</i></p> <p><i>Expert input on aspects of statement; reference made to environmental policy, staff welfare etc.</i></p>	<p>Evidence</p> <p>Notices</p> <p>Intranet or apps, emails</p> <p>Interviews with managers/staff</p> <p>Teacher focus group(s)</p> <p>Provider's website(s)</p> <p>Documentation</p> <p>Organogram (9)</p> <p>Organisation plans (10)</p> <p>Self-evaluations (11)</p> <p>Job descriptions (13)</p> <p>Induction documents (16)</p> <p>Complaints procedures (20)</p> <p>Feedback procedures (21)</p> <p>Staff handbooks/notes (52)</p> <p>Teacher handbooks/notes (53)</p> <p>Minutes of meetings (55)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p> <p>Records of any complaints (65)</p>
<p>M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.</p> <p>Requirements</p> <ul style="list-style-type: none"> Objectives and plans are explicit and in writing. Objectives and plans are known to and understood by relevant managers. Plans set out steps needing to be taken and the time frame. Evidence of work being carried out 	<p>Objectives: stated, measurable means of achieving goals. E.g. a business objective related to the business goal in M1 might be 'We want to open two additional off-site centres for young learners next year'.</p> <p>Developing and achieving objectives provides an indication of management capability.</p> <p>Examples of good practice</p> <p><i>Comprehensive measures which monitor progress during implementation.</i></p> <p><i>Clear process for review after objective is achieved.</i></p> <p><i>Organisation plans shared with staff.</i></p> <p><i>Plans refer to diversity/inclusivity, environmental objectives.</i></p> <p><i>Objectives and plans relate specifically to the statement of goals and</i></p>	<p>Evidence</p> <p>Interviews with managers/staff</p> <p>Actual developments in the provision (e.g. investment in resources, premises, improved qualifications profile) indicating a commitment to continuing improvement</p> <p>Documentation</p> <p>Organisation plans (10)</p> <p>Minutes of meetings (55)</p> <p>Student feedback (63)</p>

towards achieving the stated objectives.	<i>values.</i>	Staff feedback (64)
<p>M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, at all times.</p> <p>Requirements</p> <ul style="list-style-type: none"> Documented structure includes all management and administrative posts, is current and is made known to staff. Cover for key posts is clear, adequate and known to staff concerned. Staff and systems are sufficient to meet the needs and expectations of students, group leaders, agents etc. 	<p>Structure may be documented in staff handbooks and/or induction materials.</p> <p>Large organisations: need clear organogram, including relationship between ELT operation and any wider organisation of which it is part.</p> <p>Small organisations: may have simple, often linear, structure.</p> <p>Sole providers: need evidence they can handle workload themselves and/or have sufficient administrative support.</p> <p>Job titles make roles evident; transparent lines of reporting and shared understanding of these and of who provides cover for whom.</p> <p>‘Sufficient’ relates to all management and staff; ‘provision’ includes administration, academic, welfare and student services.</p> <p>Structure of the ELT provision is made known where relevant to students.</p> <p>Criterion will not be met if complaints [from staff about over-work; from students and/or group leaders etc and/or agent complaints referred by Accreditation Unit about poor customer service etc] can be verified.</p> <p>Examples of good practice</p> <p><i>Structure further clarified, e.g. by photographs of staff.</i></p> <p><i>Clear evidence of additional support for structure, e.g. job shadowing; training for cover roles; continuity planning; incentives/rewards for cover.</i></p> <p><i>Staffing levels are generous.</i></p> <p><i>Succession planning is in place.</i></p>	<p>Evidence</p> <p>Interviews with managers/staff</p> <p>Student focus group(s)</p> <p>Teacher focus group(s)</p> <p>Documentation</p> <p>Correspondence (4)</p> <p><i>People to be seen form</i> (6)</p> <p>Organogram (9)</p> <p>List of staff (12)</p> <p>Job descriptions (13)</p> <p>Induction documents (16)</p> <p>Complaints procedures (20)</p> <p>Feedback procedures (21)</p> <p>Staff handbooks/notes (52)</p> <p>Teacher handbooks/notes (53)</p> <p>Minutes of meetings (55)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p> <p>Records of any complaints (65)</p>
<p>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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Clear and comprehensive lines of communication. Appropriate forms of communication. All relevant stakeholders included in communications. Includes host institutions (for seasonal providers in hired premises) and accommodation agencies (where used). 	<p>Includes all staff, homestay hosts and group leaders, head office, other departments etc.</p> <p>Includes communication within units/departments as well as between different ones.</p> <p>Communications may be fairly informal in small schools but likely to be more formalised in larger organisations. In large organisations or groups, evidence of communication with the wider organisation, e.g. head office (HO), relevant departments/staff in other schools.</p> <p>Examples of good practice</p> <p><i>Good use made of a range of channels, including social messaging apps, regular and frequent attendance at meetings.</i></p> <p><i>In groups of schools/centres, opportunities exist for staff with similar roles to communicate across the organisation.</i></p> <p><i>Evidence that communication is effective; staff are well informed and engaged.</i></p> <p><i>Newsletter for homestay hosts.</i></p> <p><i>Homestay hosts invited by provider to meet relevant staff and other hosts,</i></p>	<p>Evidence</p> <p>Interviews with managers/staff</p> <p>Teacher focus group(s)</p> <p>Notices</p> <p>Intranet or apps, emails</p> <p>Documentation</p> <p>List of types and frequency of meetings held (14)</p> <p>Feedback procedures (21)</p> <p>Staff handbooks/notes (52)</p> <p>Teacher handbooks/notes (53)</p> <p>Minutes of meetings (55)</p> <p>Staff feedback (64)</p>

	<i>e.g. at a social event.</i>	
<p>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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Initial and end-of-course feedback taken and recorded. Feedback collated, reviewed and action taken and recorded. Feedback taken on all significant services including, e.g. accommodation and resources. Staff have access to feedback relevant to their role. Feedback routinely shared with accommodation agencies (if used). 	<p>Some stages of feedback collection may be informal; inspectors will seek confirmation from focus group(s) to verify process. Student feedback which comes through group leaders or agents is also recorded and appropriate action taken. Where accommodation agencies are used, collection and sharing of feedback (not just complaints) is integral to the contract management. HT: procedures need to take account of student(s)' context to uncover students' problems so they may be sensitively investigated and solved without delay.</p> <p>Examples of good practice <i>Comprehensive but accessible feedback forms: initial and end-of-course; interim for longer courses.</i> <i>Additional checks on satisfaction and clear opportunities for students to give feedback at other times, e.g. social media; tutorial system; student representatives, focus groups, feedback box.</i> <i>Evidence that feedback is analysed and used to improve services.</i> <i>Actions taken in response to feedback communicated to students.</i> <i>Positive feedback from students is regularly passed on to relevant staff.</i></p>	<p>Evidence Interviews with managers/staff Talking to homestay hosts Student focus group(s)</p> <p>Documentation Correspondence (4) Self-evaluations (11) Complaints procedures (20) Feedback procedures (21) Minutes of meetings (55) Student feedback (63) Records of any complaints (65)</p>
<p>M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.</p> <p>Requirements</p> <ul style="list-style-type: none"> All significant groups of staff are included. Action taken is recorded. 	<p>Some feedback collection may be informal; inspectors will seek confirmation from interviews and focus group(s) to verify process. Includes all staff, e.g. permanent, seasonal/hourly paid.</p> <p>Examples of good practice <i>Regular, formal feedback mechanisms involving all staff, e.g. staff forum; away days; review meetings with feedback recorded, staff surveys and evidence of appropriate action taken in response.</i> <i>Use made of exit questionnaires/interviews for staff leaving.</i> <i>Evidence of a consistent staff perception that their views are valued.</i></p>	<p>Evidence Interviews with managers/staff Teacher focus group(s) Notices Intranet or apps, emails</p> <p>Documentation Self-evaluations (11) Feedback procedures (21) Minutes of meetings (55) Staff feedback (64)</p>
<p>M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded.</p> <p>Requirements</p> <ul style="list-style-type: none"> Evidence of planning and implementation. Feedback from M5 and M6 informs the organisation's planning. Action plan showing progress on Points 	<p>Organisation has appropriate mechanisms for conducting reviews. Organisation's own documents can be used; Accreditation UK templates are available. Evidence that review is an integral part of the organisation's policy and not simply produced for inspection purposes. Self-evaluation against Accreditation UK inspection criteria submitted prior to inspection reviewed by inspectors, provides evidence for M2 and M5–M7. Action on PTBA assessed in year following inspection and at any subsequent spot check or interim inspection – Action plan submitted within six months of the date of the committee meeting at which the</p>	<p>Evidence Interviews with managers/staff</p> <p>Documentation Previous inspection reports (3) Action plan (7) Self-evaluations (11) Minutes of meetings (55) Student feedback (63) Staff feedback (64)</p>

<p>to be addressed (PTBA).</p> <ul style="list-style-type: none"> Self-evaluation against Accreditation UK inspection criteria submitted prior to inspection. 	<p>report was considered. This criterion may be not met if little action has been taken.</p> <p>Examples of good practice <i>Comprehensive and regular quality review cycle incorporating multiple sources of references, e.g. staff and student feedback, previous inspection report(s), student progression rates, comparison with other providers, external consultancy, cross-company review.</i></p>	
<p>Staff management and development (Area of strength: three strengths, no not mets; need for improvement: three not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>
<p>M8 The provider implements appropriate human resources policies, which are made known to staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> Any HR policies not covered by M10–M13 or W4, e.g. terms and conditions of employment (remuneration, hours of work, leave, absence, equal opportunities, health and safety, staff well-being, whistleblowing etc.). 	<p>Made known through contracts, staff handbooks, intranet or other documents detailing terms and conditions. Includes suitability of staff accommodation, where this is part of the employment package (residential courses).</p> <p>Examples of good practice <i>Staff feel valued and well supported. Comprehensive staff well-being provision. Supportive work-from-home or other flexible, family-friendly policies. The provider ‘goes the extra mile’ to create a happy and rewarding work environment.</i></p>	<p>Evidence Interviews with managers/staff Teacher focus group(s) Intranet or apps, emails</p> <p>Documentation List of staff (12) Job descriptions (13) Staff handbooks/notes (52) Teacher handbooks/notes (53) Staff contracts (56)</p>
<p>M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.</p> <p>Requirements</p> <ul style="list-style-type: none"> Comprehensive, up-to-date job descriptions or role profiles available for all ELT managers and staff. Include designated safeguarding roles (where relevant). Agreed/known by staff. Evidence of review. 	<p>This criterion cannot be awarded a strength.</p> <p>Could be specific job descriptions or more generic role profiles with a separate comprehensive task list for every member of staff. Duties: includes safeguarding responsibilities where relevant, e.g. job description (or separate JD-related documentation) of the designated safeguarding lead (DSL) must make reference to this role and its responsibilities. Established process for review and updating in order to ensure JDs are up to date.</p>	<p>Evidence Interviews with managers/staff Teacher focus group(s) Intranet or apps, emails</p> <p>Documentation List of staff (12) Job descriptions (13) Staff handbooks/notes (52) Teacher handbooks/notes (53)</p>
<p>M10 There are effective procedures for the recruitment and selection of all staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> Written recruitment policy setting out procedures. Procedures implemented. 	<p>Additional specific requirements apply when students under 18 are accepted, see Safeguarding under 18s, S4; ‘all staff’ includes managers. Staff files are expected to contain application forms/CVs; signed and dated copies of certificates for any relevant qualifications claimed by all staff; evidence that non-standard TEFL qualifications have been investigated. Pre-appointment checks include: ID check, right to work in the UK, verification of previous employment and qualifications.</p>	<p>Evidence Interviews with managers/staff</p> <p>Documentation Recruitment documents (15) Teaching staff records (57)</p>

<ul style="list-style-type: none"> Evidence of relevant pre-appointment checks. Including evidence of a minimum of one document demonstrating previous employment (if not first job). 	<p>Examples of good practice Comprehensive procedures for each stage of the recruitment process, including a thorough interviewing process, and evidence of their consistent implementation. As appropriate to role, staff receive training on recruitment. Successful recruitment of a well-qualified and experienced team, especially management; academic managers provide evidence of strategic recruitment to create and develop an appropriate and balanced team.</p>	
<p>M11 There are effective induction procedures for all staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> Written induction procedures. Records of induction. Induction includes basic H&S and other items relevant to the role and the type of provision. 	<p>See T8 for specific academic induction for teachers. Applies to all staff; if inspection outside peak, inspectors may also check what happens when additional staff are taken on for summer. Includes, where relevant, summer school – training day(s) or welcome session(s). Records of induction may include, e.g. induction programme, copy of materials, checklists or contents list, signed agreement that induction completed.</p> <p>Examples of good practice Thorough induction provided for all staff, including temporary and agency staff, evidenced by the provision of, e.g. mentors; paid induction time; opportunities for observing and shadowing colleagues; access to student handbook; quizzes or other checks.</p>	<p>Evidence Interviews with managers/staff Teacher focus group(s) Intranet or apps, emails</p> <p>Documentation Induction documents (16) Staff handbooks/notes (52) Teacher handbooks/notes (53)</p>
<p>M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> All staff have a line manager. Written monitoring and appraisal procedures. Records of monitoring and appraisal. Written policies and procedures for handling unsatisfactory performance: disciplinary and capability procedures. 	<p>As seen in job descriptions, staff handbooks or induction documentation; relevant questions in student feedback forms to identify examples of good as well as unsatisfactory staff performance; records of any action.</p> <p>Examples of good practice Robust and supportive appraisal procedure which sets targets, seeks to identify achievements as well as areas for improvement, and links back into other systems, such as CPD. Exceptionally clear procedures set out in staff handbooks or contracts. Evidence that a supportive approach is used before and during any disciplinary action. Clear evidence of collecting feedback and passing on positive comments as well as acting on any need for improvement identified. Procedures clearly integral to the organisational culture, modelled from the top: e.g. owner/directors are able to demonstrate how they review their own performance.</p>	<p>Evidence Interviews with managers/staff Teacher focus group(s) Intranet or apps, emails</p> <p>Documentation Appraisal documents (17) Staff handbooks/notes (52) Teacher handbooks/notes (53) List of appraisals (58) Student feedback (63) Staff feedback (64)</p>
<p>M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and</p>	<p>This criterion refers to all staff but does not cover CPD specific to teaching which is now addressed in T1 and T10. Opportunities for all staff relevant to role; does not exclude owners/directors.</p>	<p>Evidence Interviews with managers/staff Notices Intranet or apps, emails</p>

<p>the organisation.</p> <p>Requirements</p> <ul style="list-style-type: none"> Written procedures CPD relevant to role. Records of CPD. 	<p>Can include training events and activities (in-house and external), upgrading qualifications, acquiring essential knowledge and skills (e.g. Prevent, safeguarding, first aid, fire warden, IT, customer service etc; for managers: finance, leadership, managing change etc; for leisure managers: risk assessment).</p> <p>Examples of good practice <i>CPD well established and funded and/or specific CPD budget available. Evidence of structured approach to CPD which allows for individual as well as generic focus. Appraisals effectively identify development needs and opportunities; financial support available to upgrade qualifications. Evidence of staff engagement with CPD. Good use made of existing expertise: e.g. mentoring or sharing. All staff have a portfolio of development, including training completed, development activities and reflection section. Impact is assessed at an individual and departmental/institutional level.</i></p>	<p>Documentation List of CPD (18) Staff handbooks/notes (52) List of appraisals (58) Staff feedback (64)</p>
<p>Student administration (Area of strength: three strengths, no not mets; need for improvement: three not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>
<p>M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.</p> <p>Requirements</p> <ul style="list-style-type: none"> Provider gathers evidence to assess this. 	<p>Criterion will not be met if complaints [from students and/or group leaders etc and/or agent complaints referred by Accreditation Unit about poor customer service etc] can be verified.</p> <p>Examples of good practice <i>Consistently good feedback from students and representatives, including at peak times, evidenced by, e.g. student and/or group leader perceptions of approachability and helpfulness; examples of staff 'going the extra mile'. Good cover procedures in place, e.g. job shadowing; training for cover roles; awareness of peak times for different roles and additional support available. Customer service training provided to staff. Language awareness training provided to non-teaching staff. Customer service supported by investment in comprehensive IT packages and good access (including training) to these for relevant staff. Staff easily able to retrieve specific information on a student.</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s)</p> <p>Documentation Correspondence (4) Student feedback (63) Record of any complaints (65)</p>
<p>M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.</p>	<p>Clear indication of how to get more information (before – in publicity; during – student handbook or notices).</p> <p>This includes agents where course is essentially sold to the</p>	<p>Evidence Student focus group(s) Provider's website(s)</p>

<p>Requirements As criterion.</p>	<p>agent/negotiated with the agent rather than to/with the student direct. Students satisfied with availability, helpfulness and accuracy. Applied English: minimum language requirements for courses are specified. Students' language ability is checked pre-arrival to ensure they have the necessary level of English to follow their chosen course.</p> <p>Examples of good practice <i>Comprehensive pre-course information and communication, evidenced by a variety of channels/media. Information/advice available in student's L1 for some languages, possibly provided by central sales team, or by multilingual staff. Good advice provided for students during their course through, e.g.: tutorials; a designated adviser. Evidence of positive student feedback on how well their course needs and expectations are met. Provider regularly advises agents on courses and any updates.</i></p>	<p>Documentation Brochures (2) Description of closed groups (23) Student feedback (63)</p>
<p>M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. • Refund policies are clear. • Written procedures include, where relevant, a standard clause in booking terms about the refund policy if a visa application is rejected. • Terms and conditions are written in accessible English. 	<p>Good customer service for all at time of enrolment; all initial records effectively completed; any over-the-counter fee collection conducted with consideration. Where relevant: all providers issuing visa letters and requiring payment in advance. Money should only be paid back to the issuing account to avoid fraud.</p> <p>Criterion will not be met if complaints [including any referred by Accreditation Unit] can be verified relating to rude/impatient staff, difficulties for lower-level students, students handing over large sums in public; breach of published refund policy; unreasonably punitive or unjustifiable cancellation fees, especially in relation to cancellation because visas refused, refund delays etc.</p> <p>Standard refund clause for visa rejection: If a visa application is rejected and we receive written evidence at least xx days prior to arrival, we will refund the fees received in full, less an administrative fee of yy. Where we receive this evidence, the refund will be paid to you within fourweeks of your providing us with bank details and signed authorisation that the refund should be paid to that account. If written evidence of a refusal is received less than xx days prior to arrival then the refund will be paid less the administrative fee and the following non-refundable payments: zzz.</p> <p>It should always be clear what students have paid for and received including, where relevant, any pre-paid accommodation. In the event of</p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s)</p> <p>Documentation Correspondence (4) Completed enrolment records (59) Student records (60) Student feedback (63) Record of any complaints (65)</p>

	<p>closure of the centre, this information is used to verify what assistance is due to the students to complete their courses. Discrepancies in records, poor record keeping or records available only to one person may indicate a danger of fraud/mismanagement.</p> <p>Examples of good practice <i>Additional staff available on enrolment days. Evidence of positive student feedback on, e.g. the enrolment process; helpfulness of staff; L1 assistance for some languages; flexible payment plans. Initial check on well-being. Effective, student-friendly procedure for refunds.</i></p>	
<p>M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Every student record holds local contact details and next of kin or other emergency contact. • Records complete and students reminded to update if there are any changes. • Information available to emergency phone holder. 	<p>This criterion cannot be awarded a strength.</p> <p>Local: full address, phone number. Emergency: name, phone number with international code if applicable, relationship to student; where possible this should be next of kin, but in all cases a suitable emergency contact is required. Details are updated proactively. Accessibility out of office hours: e.g. print out, remote access to electronic records. Where the designated contact is the agent, contact procedures must be clearly set out.</p> <p>Criterion will not be met if any record sampled is incomplete or records are inaccessible to the relevant staff.</p>	<p>Evidence Interviews with staff</p> <p>Documentation Student records (60)</p>
<p>M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Written policy for <u>all</u> students, in clear language. • Absence, lateness and any follow-up is recorded. 	<p>Can be made known through student platform, handbooks, notes, conductcontract, on notices. Registers record absence and lateness; notes on student file, register or day book indicate follow-up.</p> <p>Criterion will not be met if policy not known to students or evidence of it not being applied.</p> <p>Examples of good practice <i>Clear information given to students and sound policy and procedures in place covering, e.g. speedy implementation; comprehensive records; explanation as to why prompt attendance is important, including considerations such as welfare, learning, and fellow students, not just visa requirements; attendance rewards/incentives. Absence followed up: adults within two days; under 18s within 30 minutes</i></p>	<p>Evidence Interviews with staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Policy on student absences (19) Information for group leaders (45) Teacher handbook/notes (53) Student handbook/notes (54) Attendance records (61) Record of follow-up for student absences (62)</p>

	<p>(see also S5). <i>Evidence of systematic follow-up of attendance and punctuality problems, with good management support for teachers and sensitivity as to possible causes.</i></p>	
<p>M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.</p> <p>Requirements As criterion.</p>	<p>Clear statement brought to students' attention, could be at enrolment, welcome briefing, or in student handbook. Inspectors will check students aware of it, and if it is being applied. Conditions: what actions would result in a student being asked to leave. It is not sufficient for this to be only in T&C with no evidence that it has specifically been brought to students' attention.</p> <p>Examples of good practice <i>Conditions and procedures covered with clarity and brevity in student handbook and at induction for students. Effective staged process which allows for warning and opportunity for improvement, with sanctions proportional to cause.</i></p>	<p>Evidence Interviews with staff Teacher focus group(s) Student focus group(s)</p> <p>Documentation Staff handbooks/notes (52) Teacher handbook/notes (53) Student handbook/notes (54) Enrolment records (59)</p>
<p>M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Staff who deal with different types of problem made known to students. • Written procedure for complaints given, or made available, to all students (group leaders and parents/legal guardians) as part of enrolment process or at start of course – written in accessible language. • Record of any complaints and action taken. 	<p>Procedure to include stages and what action will be taken, and book, file or (electronic) folder for recording complaints. In writing: very visible notices, in student handbook or available on well-publicised student intranet. Also referred to in welcome/induction. Written information needs to be accessible.</p> <p>HT: a named person, other than the student's teaching host, is identified to all students to deal with problems. Complaints will be dealt with speedily and appropriate action taken and recorded.</p> <p>Examples of good practice <i>Procedure is: written in consistently clear, accessible language; given at start of the course; available for reference in student platform, handbook or on notices (notices may be short version); covered in welcome/induction. Comprehensive description of process, including ultimate option of complaint to English UK (if members) or British Council (accredited non-English UK), or other independent body. Written evidence that any complaint, no matter how small, is treated seriously and that appropriate action is taken, communicated to the complainant, and recorded.</i></p>	<p>Evidence Student focus group(s) Talking to group leaders</p> <p>Documentation Complaints procedure (20) Information for group leaders (45) Student handbook/notes (54) Records of any complaints (65)</p>
<p>Publicity (Area of strength: three strengths, no not mets; need for improvement: three not mets)</p>	<p>Additional guidance <i>(Where one medium of publicity is clearly predominant and any other is primarily used to refer prospective students to the main medium, then the secondary medium need not fully meet criteria.)</i></p>	<p>Evidence, including documentation</p>

<p>M21 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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Includes any leisure programme. Images accurately represent provision. 	<p>Accurate includes changing website if a summer course no longer running, or change of age, with existing bookings informed and allowed to withdraw without penalty.</p> <p>Nothing misleading; no misrepresentation of location, premises, nationality mix, resources, facilities etc in descriptions or photos (also videos). Photos of locations captioned or, if not captioned, no possibility of misleading potential students.</p> <p>No 'phantom courses' making provision look more extensive.</p> <p>Also applies to social media managed by the provider.</p> <p>Any claims about the currency, value or portability of the education on offer are clear and open to scrutiny.</p> <p>ISC/EAP: clear and accurate information provided about the system of entry into mainstream independent school or higher education.</p> <p>IC and closed groups: Written agreement for each client detailing services to be provided and extent of provider's responsibility for any services: course materials, classroom equipment, any welfare or leisure services.</p> <p>Examples of good practice</p> <p><i>Very clear descriptions and pictures of main features of provision, which are fully representative of the student experience.</i></p> <p><i>Testimonials/student videos identified and can be produced at inspection with evidence that permission was given for use.</i></p> <p><i>Actual leisure programme is on website, policy on cancellations or changes.</i></p> <p><i>Provider monitors agent-produced materials and social media to address any misrepresentation.</i></p>	<p>Evidence</p> <p>Provider's website(s)</p> <p>Student focus group(s)</p> <p>Talking to group leaders</p> <p>Documentation</p> <p>Brochures (2)</p> <p>Description of publicity (22)</p> <p>Description of closed groups (23)</p> <p>Student feedback (63)</p>
<p>M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.</p> <p>Requirements</p> <ul style="list-style-type: none"> Accessible to speakers of English at level B1 of the <i>Common European Framework of Reference</i>, or in translation – languages for relevant markets. 	<p>In accurate English with evidence of proof checking to avoid typos.</p> <p>Sentence length and complexity of language appropriate to target readership.</p> <p>Examples of good practice</p> <p><i>Information is: well written; highly accessible; in plain English; translated accurately in languages relevant to provider's main markets.</i></p>	<p>Evidence</p> <p>Provider's website(s)</p> <p>Student focus group(s)</p> <p>Talking to group leaders</p> <p>Documentation</p> <p>Brochures (2)</p> <p>Description of publicity (22)</p> <p>Description of closed groups (23)</p> <p>Student feedback (63)</p>
<p>M23 Publicity gives clear, accurate and easy-to-find information on the courses.</p> <p>Requirements</p>	<p>Accurate: required information provided, including total number of taught hours, maximum class size and ages – inspectors will check these are not breached at time of inspection or in recent records.</p> <p>Easy-to-find: all information in one medium, not shared between website</p>	<p>Evidence</p> <p>Provider's website(s)</p> <p>Student focus group(s)</p>

<p>Easy to access in main section of publicity to:</p> <ul style="list-style-type: none"> • outline description of each course, including objectives and levels • times of classes, any private study periods • total number of taught hours per week • course dates and any non-teaching days within the course • minimum enrolment age and, where courses enrol only under 18s, maximum enrolment age • the maximum class size. 	<p>and brochure unless clearly cross-referenced, and not hidden in T&C. Minimum and maximum ages: at inspection inspectors will check whether enrolments are in line with advertised minimum and maximum ages. Any enrolments outside the advertised range will be assessed in relation to transparency to the customer, academic suitability and safeguarding provisions. The provider must demonstrate that any such case is exceptional, principled and well-managed.</p> <p>Bespoke/closed group/In-company: any publicity or tender document will accurately reflect courses offered and extent to which provision can be tailored to meet client requirements.</p> <p>Examples of good practice <i>Information on course content is: clear; detailed; consistently presented across courses for comparison.</i> <i>Information provided regarding length of study in relation to aims, progression routes and combinations.</i></p>	<p>Documentation Brochures (2) Description of closed groups (23) Student feedback (63)</p>
<p>M24 Publicity includes clear, accurate and easy-to-find information on costs.</p> <p>Requirements The cost of:</p> <ul style="list-style-type: none"> • tuition • any teaching materials which students are required to buy • any accommodation offered. <p>The approximate cost of:</p> <ul style="list-style-type: none"> • any leisure programme not included in the course fees • any course-related examination fees not included in the course fees. <p>Requirements for deposits, payment of fees, and the refund policy, (including the arrangements and deadlines for cancellations.)</p>	<p>This criterion cannot be awarded a strength.</p> <p>Accurate: required information provided; up to date throughout. Easy-to-find: all information in one medium, not shared between website and brochure unless clearly cross-referenced, and not hidden in T&C. Refund policy clearly outlined, see M16.</p> <p>If there are no direct to student sales (all sales through agents), this criterion can be N/a.</p>	<p>Evidence Provider's website(s) Student focus group(s)</p> <p>Documentation Brochures (2) Description of closed groups (23) Student feedback (63)</p>
<p>M25 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.</p> <p>Requirements Full and accurate statement of pastoral care,</p>	<p>Could include website, brochures, pre-enrolment information sheets/ correspondence.</p> <p>Examples of good practice <i>Separate section of publicity devoted to this area, giving comprehensive overview of arrangements for pastoral care.</i> <i>Very clear statement of the level of care and supervision offered to different age ranges and on different types of courses.</i></p>	<p>Evidence Provider's website(s) Student focus group(s) Talking to group leaders</p> <p>Documentation Brochures (2) Description of closed groups (23)</p>

<p>including details of:</p> <ul style="list-style-type: none"> • supervision outside class times • arrangements (if relevant) for journey from accommodation to teaching centre • limits to supervision of 16–17 year-olds on adult courses. 		Student feedback (63)
<p>M26 Publicity gives an accurate description of any accommodation offered.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Provider makes it clear if accommodation offered is arranged by an agency. • Types of accommodation offered are clearly described. • If provider places a student in accommodation described as homestay there will be no more than three other students (or other paying guests) staying (whether placed by the provider or another organisation). • Where a student is expected to share a bedroom with another student, this is clearly indicated. • Services, including arrangements for cleaning, supply of towels and bedding, and laundry, are clearly described. 	<p>Publicity: can include other information made available before enrolment. Provider must state if an accommodation agency is used, otherwise assumption will be made that accommodation is organised by the provider.</p> <p>Type of accommodation should be described in the following terms: Homestay accommodation: hosts treat the student as full member of the household, eating together and sharing the common living areas; no more than four students accommodated in homestay accommodation at any one time. Includes home tuition where the host is also the teacher.</p> <p>Homes accommodating more than four students should not be described as homestay accommodation but may be used for accommodating adults (18+) and categorised as “private home accommodation”.</p> <p>Other accommodation: in private homes accommodating more than four students, student houses, residential halls or hostels, catered or self-catering. Where self-catering option offered, this will be made clear to students.</p> <p>Information about accommodation should clarify if any additional costs may be incurred in relation to special dietary requirements.</p> <p>Examples of good practice <i>Information includes, e.g. virtual tours/videos/photos of real homestays/ residence rooms; reports or testimonials; a dedicated page setting out the offer for comparison.</i></p>	<p>Evidence Provider’s website(s) Interviews with staff Student focus group(s) Talking to homestay hosts & residential staff</p> <p>Documentation Brochures (2) Description of closed groups (23) Description of accommodation offered (40) Student feedback (63)</p>
<p>M27 Descriptions of staff qualifications are accurate.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Any description of staff qualifications and experience is accurate and applies to the full range of staff at any time. 	<p>This criterion cannot be awarded a strength.</p> <p>Descriptions of staff qualifications are not required; if no descriptions, criterion is N/a. Descriptions must accurately reflect staff profile at all times of year, including peak. Terms such as ‘well’, ‘highly’ or ‘fully’ qualified can only be used if the academic staff profile section is assessed as an area of strength.</p>	<p>Evidence Provider’s website(s) Student focus group(s)</p> <p>Documentation Brochures (2) Spreadsheet (26) Teaching staff records (57)</p>
<p>M28 Claims to accreditation are in line with Scheme requirements.</p>	<p>This criterion cannot be awarded a strength. This criterion refers to use of the marque in publicity, on signs and in documentation, such as emails, handouts and course certificates.</p>	<p>Evidence Provider’s website(s)</p>

Requirements <ul style="list-style-type: none"> All eligible provision is declared for inspection as set out in <i>1.3 Scope of accreditation</i>. Any claims to accreditation, or registration of accommodation agencies, are in line with the guidelines set out in <i>3.1 Claiming accreditation</i>, and are not applied to unaccredited or ineligible provision. 	Accredited by the  for the teaching of English in the UK	Student focus group(s) Documentation Annual declaration (5) Brochures (2) Description of closed groups (23)
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Premises and resources		
Standard The premises provide students and staff with a safe 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.		
Criterion and requirements	Additional guidance	Evidence, including documentation
Premises and facilities (Area of strength: three strengths, no not mets; need for improvement: three not mets)	Additional guidance	Evidence, including documentation
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. Requirements <ul style="list-style-type: none"> Regular risk assessment(s) of all premises (including summer premises). ELT provider must undertake risk assessment(s) of any rented premises, and not rely on risk assessment(s) provided by host institution. Record of actions to mitigate risks. Full records of routine checks of fire/gas/electricity risks maintained for premises. Evidence of regular fire drills/simulations. At least twice a year and/or at intervals 	<i>Relevant legal requirements also apply to employers (D1).</i> This criterion focuses on safety and security for students on the provider's premises. This means the teaching premises (owned or rented on a short-term or long-term basis) and any accommodation owned or rented by the provider (e.g. halls/residences or student houses). The main focus will therefore be on the provider's risk assessment of the premises and steps taken to address identified risks. Risk assessments may be drawn up with reference to the venue's own risk assessment but need to be specific to the ELT provider's use. Responsibility for safety and security is specified in job description of a senior manager. Routine checks of fire/gas/electricity risks may be conducted by provider or form part of due diligence checks in contracts for premises hire. Where relevant, should include evacuation procedure for any disabled students and staff.	Evidence Inspector observations Interviews with managers/staff Notices Documentation Site plan (8) Map/floor plan (24) Premises risk assessments (38) Safety log (75)

<p>that allow staff, and students on big intakes, to familiarise themselves with evacuation procedures.</p>	<p>Examples of training for staff and students: at induction, walk throughs, videos. Includes procedures for evacuating any residences.</p> <p>Examples of good practice <i>Evidence of expert input into the framing of H&S policy and practices.</i> <i>High levels of training provided, e.g. for fire marshals.</i> <i>Different forms of training and information ensure evacuation procedures for all areas are fully understood by staff and students.</i> <i>Appropriate information provided for visitors.</i></p>	
<p>P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.</p> <p>Requirements Adequate</p> <ul style="list-style-type: none"> • circulation space • storage space • toilet facilities. 	<p>In smaller premises, consideration given to how best use is made of the available space and potential overcrowding issues are addressed. Area(s) for students to gather outside class time; space in classrooms for teachers to sit/move around and keep their materials to hand; each member of admin staff has workplace (or shared if part-time) and space for storage. HT: includes teaching home.</p> <p>Criterion will not be met if evidence of cracked/dirty windows, broken blinds, peeling paint, stained walls (damp), dirty areas around whiteboard, dirty toilets, stained/cracked sanitary ware, no sanitary bins, no satisfactory hand-drying e.g. shared cloth towels, loose/shabby and/or stained carpets, poor cleaning, broken garden seating etc, cramped offices, cramped workplaces with no space to store files or files not easily accessible; students congregating on stairs/in corridors during breaks; long toilet queues. Because of importance, not met here will need to be addressed – ASAC will give deadline.</p> <p>Examples of good practice <i>Additional features, taking into consideration the size of the provision, include, e.g. a lift; thought having been given to function of communal areas; ample space for students outside class time (e.g. student lounge, internet cafe); access to well-maintained grounds/gardens with seating/outside covered area; spacious offices with generous storage space and staff able to retrieve specific information (paper-based and/or electronic) easily.</i> <i>Premises, including toilets, are: very well maintained with regular and comprehensive decorating and maintenance checks; spotlessly clean throughout.</i> <i>Evidence of more than one clean per day (where appropriate, and especially if students come in during the evening).</i> <i>Décor suits student population and in keeping with brand of provider.</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Site plan (8) Map/floor plan (24) Student feedback (63) Staff feedback (64) Records of any complaints (65)</p>

	<p><i>Evidence that thought given to making premises, especially older buildings, as good as possible.</i></p> <p><i>Good provision for students or staff with disabilities.</i></p>	
<p>P3 Classrooms and other learning areas provide a suitable study environment.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Adequate in size and number. • Adequately lit, heated and ventilated. • Free from disruptive extraneous noise. • Furnished to allow easy movement of teacher and students for monitoring and activities. • Arranged so that all students can comfortably see, hear and write. 	<p>Classrooms seat advertised maximum class number comfortably or have specifically designated maximum number indicated for each room (smaller groups allocated to any smaller classrooms).</p> <p>HT: all rooms used for teaching and study are ready and available exclusively for their purpose at designated times.</p> <p>In-company: providers ensure that client provides appropriate space for the lesson(s) to take place.</p> <p>Criterion will not be met if safety or learning is hindered by the physical environment i.e. complaints from students about cramped, stuffy or cold classrooms; open windows because of poor ventilation resulting in high level of (traffic) noise; furniture that cannot be moved even if students have poor view of board; board(s) too small for size of classroom; lack of head room in attic rooms with sloping ceilings; inappropriate furniture and fittings e.g. lab-type benches, lecture theatre set up, sinks; rooms scattered around the campus or even the town/city.</p> <p>Examples of good practice</p> <p><i>All classrooms: are spacious and quiet, probably double-glazed in noisy locations; are air conditioned; have good natural light; have heating and ventilation that can be adjusted to suit different groups; have flexible furniture.</i></p> <p><i>In institutions teaching subjects other than English, the ELT team has first call on suitable designated rooms.</i></p>	<p>Evidence</p> <p>Inspector observations Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation</p> <p>Site plan (8) Map/floor plan (24) Student feedback (63) Staff feedback (64) Records of any complaints (65)</p>
<p>P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Adequate designated space or suitable alternative. • Free drinking water is available. 	<p>A student common room/lounge or, if premises small, empty classroom(s) made available.</p> <p>Criterion will not be met if evidence that common areas overcrowded, students congregating on stairs/in corridors; classrooms messy in afternoons because used as social space.</p> <p>Drinking water could be access to tap in kitchen area or in café.</p> <p>Examples of good practice</p> <p><i>Student lounge with: comfortable seating and facilities (e.g. display screen, reading materials, games and activities).</i></p> <p><i>Welcoming environment that encourages students to stay on the premises and socialise.</i></p>	<p>Evidence</p> <p>Inspector observations Student focus group(s)</p> <p>Documentation</p> <p>Site plan (8) Map/floor plan (24) Student feedback (63) Records of any complaints (65)</p>

	<i>A café/canteen selling healthy food at prices students are happy/able to pay (or included in the package).</i>	
<p>P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.</p> <p>Requirements</p> <ul style="list-style-type: none"> Clear indications of how to move around the building/campus and locate the various rooms and services. Clear emergency exit signs and fire evacuation procedure notices. 	<p>Staff and students must be able to find classrooms, offices, communal areas, canteen, residential accommodation & sports areas (if applicable). Where signage is minimal effective orientation at induction, use of maps, apps etc acceptable if effective.</p> <p>Noticeboards in classrooms; noticeboards in other areas frequented by students or evidence student portal/app being used to share information.</p> <p>Examples of good practice <i>Signage: is very clear and consistent; branding creates sense of identity; gives clear directions to visitors/ inspectors.</i> <i>Clearly named buildings, especially on large campuses or those spread throughout a town/city.</i> <i>In large buildings, there is: a floor plan, e.g. located at staircase landings.</i> <i>A friendly, welcoming 'who's who' photoboard with job roles clear to ELT students available on site or in student portal/app.</i> <i>Noticeboards/displays are: visually attractive: informative; up to date/ regularly maintained; in appropriate locations.</i> <i>Student portal/app, video or digital display facilities and noticeboards are used well.</i> <i>Special provision for staff or students with visual impairment.</i></p>	<p>Evidence Inspector observations Student focus group(s)</p> <p>Documentation Site plan (8) Map/floor plan (24) Student feedback (63) Staff feedback (64)</p>
<p>P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.</p> <p>Requirements</p> <ul style="list-style-type: none"> Appropriate space for meetings. Appropriate space for management/ administrative roles. Provision for teachers to carry out preparation and marking. Adequate provision for all staff to relax and eat. Secure storage for personal possessions. 	<p>Room (can be shared by teachers and admin staff) with enough space for <u>all</u> staff to attend meetings, relax and store personal possessions (lockers or locked file boxes or similar). Meeting room could be separate room or designated classroom access.</p> <p>Space made available (staffroom, separate room or designated classroom access) with suitable furniture for teachers to prepare lessons and mark student work; convenient access to teaching resources; large enough for average number of teachers at any one time.</p> <p>Facilities to make drinks.</p> <p>Examples of good practice <i>A staffroom that: is spacious; has tables/chairs and comfortable seating.</i> <i>A teachers' room (which could be the staffroom) that: is spacious and quiet; has sufficient workplaces for all; is close to any physical resources; has computer(s) with internet access or WiFi for the use of personal devices, and printing facilities; has dedicated desks.</i> <i>There are: separate study and relaxation areas; facilities to heat food; a room set aside for group leaders (where relevant).</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Teacher focus group(s)</p> <p>Documentation Site plan (8) Map/floor plan (24) Staff feedback (64)</p>
Learning resources	Additional guidance	Evidence, including documentation

(Area of strength: two strengths, no not mets; need for improvement: two not mets)		
<p>P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.</p> <p>Requirements As criterion.</p>	<p>Learning resources (physical or digital): coursebooks, class sets of supplementary materials, in-house materials, audio and visual materials, available for all levels taught; suitable for short and long courses as applicable; suitable for all types of courses taught (general English, business English, examination preparation, one-to-one etc). Age-appropriate resources for juniors.</p> <p>Sufficient copies of any learning materials used for each student in the class; if organisation's policy is that students should buy coursebook, every student in the class should have a copy of coursebook.</p> <p>Criterion will not be met if lesson plans and lesson observations reveal most classes heavily dependent on unco-ordinated photocopies from coursebooks; copying from any books where this is forbidden by the copyright; photocopies routinely not acknowledged; students sharing books; adult coursebooks on junior courses; shabby, previously written-in books.</p> <p>In-company: whether supplied by the client or the provider, as previously agreed. Applied English etc: appropriate additional facilities provided for English plus or content-based learning such as cookery, drama, art.</p> <p>Examples of good practice <i>Learning resources very well organised and there is wide range of up-to-date learning materials: (coursebooks, supplementary materials, in-house materials, photocopiable materials, visuals, digital resources, reference materials for students) suitable for all course types taught.</i> <i>Ample further resources on which staff can draw to support the coursebooks, e.g. accessible laminated photocopies/games where appropriate.</i> <i>Custom-made materials to respond to students' needs and learning styles</i> <i>Evidence of use of mainstream materials for IF courses or in-session support.</i> <i>System of 'allocated materials' for books is in use with options classes, which ensures that materials not replicated by teachers in morning classes.</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Policy statement or records relating to resources (25) List of closed-group courses (32) List of any examinations (35) Teacher handbook/notes (53) Lesson plans (74)</p>
<p>P8 There are appropriate resources for teachers, which are adequate in number,</p>	<p>Resources (physical and digital) include reference materials for teachers, up-to-date & relevant materials on teaching methodology, information</p>	<p>Evidence Inspector observations Interviews with managers/staff</p>

<p>accessible, and well maintained and organised.</p> <p>Requirements As criterion.</p>	<p>about examinations (if applicable) and teachers' materials and digital resources to accompany coursebooks in use. Computer(s) and printing facility for teachers' use; accessible photocopying facilities. Includes stationery items such as card, glue, colour markers etc for YL, and project materials, and resources for any additional activities which form part of the English course design. Nominated person responsible for organising resources. Teachers receive guidance on assessing, selecting and adapting all additional resources. For providers with newly qualified and ATEFL teachers and for short courses – there are allocated resources for each level.</p> <p>Criterion will not be met if limited range of materials, poorly organised, and/or very poor quality (smudgy black and white photocopies). Materials used are out of date.</p> <p>Examples of good practice <i>Wide range of materials available, e.g. bank of in-house materials, teachers directed to relevant additional digital resources.</i> <i>Regular exchange of materials encouraged.</i> <i>Provider pays for subscriptions to range of professional journals and/or online resources.</i> <i>Good access to computers, laptops, tablets, colour photocopier/printers for the teaching team.</i></p>	<p>Student focus group(s) Teacher focus group(s)</p> <p>Documentation Policy statement or records relating to resources (25) List of closed-group courses (32) List of any examinations (35) Staff feedback (64)</p>
<p>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.</p> <p>Requirements As criterion.</p>	<p>Note 'any': it is not a requirement that an organisation has educational technology. Any educational technology inside classroom could include audio, TV/video, laptop/projector, interactive whiteboards, tablet or similar device; 'elsewhere' would be computers for students (for learning rather than emails) and teachers. In-company: whether supplied by the client or the provider, as previously agreed. Someone (internal or external) named as person or company responsible for maintenance. Evidence of training for staff – listed in induction and CPD programme or staff meeting minutes; staff express and demonstrate confidence in using technology available.</p> <p>Examples of good practice <i>Good range of educational technology in classrooms, which is well maintained and used regularly and confidently.</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Induction documents (16) List of CPD (18) Policy statement or records relating to resources (25) Teacher handbook/notes (53) Minutes of meetings (55) Staff feedback (64)</p>

	<p><i>Good number of computers or tablets for class use, with easy access to range of appropriate learning materials.</i></p> <p><i>Immediate technical support is available (either on site or 24-hour helpline).</i></p> <p><i>Evidence of systematic and appropriate training in the use of technology to promote teaching and learning, which is reflected in classroom observation.</i></p> <p><i>Reliable Wi-Fi provision freely available to students and staff to use their own equipment.</i></p>	
<p>P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.</p> <p>Requirements As criterion.</p>	<p>Note 'relevant': it is not a requirement that an organisation has such facilities, unless they are advertised or necessary to meet the learning aims of the students.</p> <p>Resources are appropriately organised and any physical facilities suitably equipped.</p> <p>Students are advised what devices they should bring and checks are made to ensure all students have the means to access digital resources. Could be a VLE, self-access centre or (class)room or dedicated area separated from other activity.</p> <p>Examples of good practice <i>VLE/Self-access centre is integral part of students' courses; is used regularly and effectively by teachers and students; meets the needs of all learners; students who use it feel they make notable progress.</i> <i>A good range of information to guide and motivate students.</i> <i>A (trained) member of staff available (at specified times) in self-access centre for support.</i> <i>Online tutorials for library use.</i> <i>Discovery tasks available for students, at orientation/induction but also throughout the course.</i> <i>Good opening hours of library/self-access centre relative to students' timetables.</i> <i>Provider has its own online learning platform, available to students for specified duration before and after their courses.</i></p>	<p>Evidence Inspector observations Interviews with managers/staff Student focus group(s) Teacher focus group(s)</p> <p>Documentation Policy statement or records relating to resources (25) Student feedback (63) Staff feedback (64)</p>
<p>P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.</p> <p>Requirements</p> <ul style="list-style-type: none"> Evidence of planning and implementation. 	<p>Evidence of procedure for reviewing and developing resources: named person responsible, records relating to resources; resources discussed in meetings; response to feedback from teachers and students about materials available; evidence of updating of resources (purchase of new resources and/or in-house production); evidence of a budget; questions about resources on student and staff feedback forms.</p> <p>Examples of good practice</p>	<p>Evidence Inspector observations Interviews with managers/staff Teacher focus group(s)</p> <p>Documentation Feedback procedures (21) Policy statement or records relating to resources (25)</p>

<ul style="list-style-type: none"> Evidence of review informed by staff and student feedback. 	<p><i>Regular time allocated to reviewing resources, e.g. at academic management meetings, timetabled time for production of learning materials.</i></p> <p><i>Wide range of up-to-date teaching and learning resources.</i></p> <p><i>System for promotion and introduction of new resources.</i></p> <p><i>Feedback questionnaires systematically given to teachers at end of courses.</i></p> <p><i>Evidence of systematic allocation and deployment of a budget.</i></p>	<p>Minutes of meetings (55)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p>
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Teaching and learning		
Standard 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.		
Criterion and requirements	Additional guidance	Evidence, including documentation
Academic staff profile There is no 'met', 'not met' or 'strength' for the individual criteria in this sub-section. Academic staff profile cannot be an area of strength if there is a need for improvement in <i>Teaching</i> .	Additional guidance Inspectors will indicate 'met', 'need for improvement' or 'strength' for the sub-section, supported by a brief descriptive summary indicating suitability of the profile for the context, given the levels of support in place. The report will include a statistical summary of the academic staff profile.	Evidence, including documentation
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile. Requirements <ul style="list-style-type: none"> Clear statement of course objectives and student profile (context). Principled recruitment specifications linked to the context. Structured support policy relevant to the needs of the academic staff team in this context. There must be evidence that the policy has been implemented. 	Centres should provide: <ul style="list-style-type: none"> Brief description of course objectives, advertised aims and student profile. Qualification and experience profile of academic managers and teachers to be recruited with explanation of how this profile is relevant to the context (courses and students). Documentation to show actions taken to support teachers (relevant to their professional profile), including information on deployment, induction, monitoring, in-service training, features of course design and resources. Information on longer-term planning for professional development. Recruitment specifications should be achievable and appropriate. Evidence of implementation will include details of academic staff profile (spreadsheet submitted for inspection) and documentation submitted in the academic management section: induction and CPD records, lesson observation records and action planning to improve performance, plus review of the course design and resources.	Evidence Interviews with academic manager(s) Teacher focus group(s) Documentation Academic staff spreadsheet (26) Academic recruitment policy (replaces rationales - 27) Teaching staff records (57) Observation records (66)

	<p>Requirements will be not met if the policy is not really linked or relevant to the context, there is insufficient evidence of implementation, or planned support is not delivered.</p> <p>Examples of good practice <i>Policy clearly and effectively links context with staffing plans.</i> <i>Policy results in a well-balanced academic team relevant to the courses offered.</i> <i>Financial support available to upgrade qualifications.</i></p>	
<p>T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.</p> <p>Requirements</p> <ul style="list-style-type: none"> All members of the team have at least three years' full-time relevant teaching experience. They are academically and ELT/TESOL qualified, as appropriate to the range of courses on offer; at least one person has, as a minimum, a TEFLQ qualification. Management training and support is available for new managers. 	<p>See <i>Handbook Section 4.2 Guidance on qualifications (2024)</i> for information on TEFLQ, TEFLI, ATEFL and other relevant qualifications. One year full-time teaching experience is approximately 480 hours.</p> <p>The academic management professional profile will be assessed against the policy and context documented for T1. Deployment of academic managers without appropriate qualifications or experience will normally be accepted on 'administrative' duties e.g. timetabling, resources management. Deployment on areas such as course design and teaching observation, unless in a supplementary role, will not be accepted. A consultant or roving academic manager/management team may be acceptable if deployment is appropriate to the size, scale and location of the teaching teams. Seasonal centres: academic managers receive pre-arrival induction on all aspects of teacher support and course delivery relevant to the context.</p> <p>Stronger profiles will include <i>All members of team are TEFLQ, have over five years' full-time relevant teaching experience, and at least three years' experience in an academic management role.</i> <i>Management qualifications (whether ELT-specific or other aspects of management), teaching qualifications and experience relevant to the age of the students, and evidence of additional relevant training.</i> <i>Academic manager or 'team leader' has experience in range of different teaching and academic management contexts.</i> <i>The manager leading Applied English/ESP programmes has knowledge of and/or qualifications in relevant subjects.</i></p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s)</p> <p>Documentation CPD records (18) Academic staff spreadsheet (26) Academic recruitment policy (replaces rationales - 27) Teaching staff records (57) Observation records (66)</p>
<p>T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.</p>	<p>See <i>Handbook Section 4.2 Guidance on qualifications (February 2025)</i> for information on TEFLQ, TEFLI, ATEFL and other relevant qualifications.</p>	<p>Documentation CPD records (18) Academic staff spreadsheet (26)</p>

<p>Requirements As criterion (see notes for guidance on specific contexts).</p>	<p>The Scheme expects teachers to have:</p> <ul style="list-style-type: none"> • appropriate skills and behaviours, for example: <ul style="list-style-type: none"> ○ strong communication skills ○ good organisation and time management ○ analytical skills ○ a commitment to lifelong learning ○ cultural sensitivity ○ patience and empathy ○ digital/IT literacy. • a relevant teaching qualification profile, in accordance with the context and course type (see below). <p>Additional information for specific contexts [2025]:</p> <p>General English for adults</p> <ul style="list-style-type: none"> • a TEFLQ qualification. • a TEFLI qualification (now includes relevant QTS). • ATEFL portfolio in progress (registered). <p>Short courses for under 18s</p> <ul style="list-style-type: none"> • a TEFLI qualification (now includes relevant QTS). • ATEFL portfolio in progress (registered). • QTS in unrelated subjects plus formally documented evidence of ELT/TESOL training. • relevant TEFL experience with a qualification profile below TEFLI, and being formally supported with an enhanced induction and in-course CPD relevant to the setting. The support will be documented. <p>English for academic purposes (EAP)</p> <ul style="list-style-type: none"> • a general level of education represented by a first degree (Level 6 qualification on the Qualifications and Credit Framework) or equivalent profile. <p>Plus relevant TEFL:</p> <ul style="list-style-type: none"> • a TEFLQ qualification. • a TEFLI qualification and a minimum of two years' TEFL experience (960 hours), with specific induction for EAP. 	<p>Academic recruitment policy (replaces rationales - 27) Teaching staff records (57) Observation records (66)</p>
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	<ul style="list-style-type: none"> a TEFLI qualification and documented evidence that he or she has been systematically observed teaching for a minimum of five hours by a TEFLQ academic manager or teacher trainer in an EAP setting. <p>ESP and Applied English courses</p> <ul style="list-style-type: none"> a TEFLI qualification (now includes relevant QTS). ATEFL portfolio in progress (registered). QTS relevant to the subject content of the course and documented training/support to deliver the language component. Subject specialism/relevant professional training/expertise and documented training/support to deliver the language component. <p>Teacher development courses</p> <ul style="list-style-type: none"> a TEFLQ qualification. a TEFLI qualification and a minimum of two years' TEFL experience (960 hours) plus a Level 6/higher qualification with a focus relevant to the context. <p>The employment of teachers with an alternative qualification profile or a profile requiring additional training/support will be assessed against the policy documented for T1.</p> <p>Stronger profiles are those where the majority of teaching hours are being delivered by</p> <ul style="list-style-type: none"> <i>teachers with a Level 6 qualification or higher</i> <i>TEFLQ teachers</i> <i>teachers with additional relevant qualifications/training</i> <i>teachers with over two years' relevant TEFL experience</i> <i>teachers benefiting from well planned, relevant resources and recorded CPD.</i> 	
Academic management (Area of strength: three strengths, no not mets; need for improvement: three not mets)	Additional guidance	Evidence, including documentation
<p>T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses, and classrooms.</p> <p>Requirements</p>	<p>Teachers' experience and qualifications, including in specialist areas, inform deployment.</p> <p>Applied English: deployment takes account of teachers' experience and qualifications in subject areas.</p> <p>HT: in addition to the tutor's qualifications and experience, placement takes into account such factors as the location, the type of home, and</p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Student focus group(s)</p> <p>Teacher focus group(s)</p>

<ul style="list-style-type: none"> • Deployment takes account of teachers' experience and qualifications. • Consideration is given to the deployment of less qualified teachers; in no case is a class taught by a trainee teacher for all their lessons. • Room allocation takes account of group size, any special individual needs (including mobility), and resource requirements. 	<p>its other occupants. Students' specific requests are taken into account.</p> <p>Examples of good practice <i>Teachers' deployment is clearly linked to their professional experience, CPD and appraisal records.</i> <i>As appropriate to the intensity and length of the course, students experience a variety of teachers.</i> <i>Timetabling takes account of students' travel needs and their availability.</i> <i>Timetabling takes account of teachers' personal circumstances (e.g. travel and preparation needs).</i> <i>Timetabling takes into account the need for teachers and students to move from one classroom to another.</i> <i>Timetables are designed to prevent overcrowding of buildings and pressure on facilities at peak times.</i> <i>Timetabling enables the segregation of particular groups, e.g., adults and young learners, within the same building.</i></p>	<p>Documentation Current timetable (29) Student feedback (63) Staff feedback (64) Course documentation for past courses (68)</p>
<p>T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Clear systems and procedures relating to planned and unplanned absence and made known to staff. • Teacher absence does not result in classes being cancelled or, if merged, published maximum class size is not exceeded. • Cover teachers are appropriately qualified and prepared. <i>Less experienced teachers are not assigned cover without adequate support and preparation. Trainee teachers are not assigned cover.</i> 	<p>Systems and procedures are known to staff. Feedback is sought from students and staff about effectiveness of arrangements. Teacher/class records and/or scheme of work support continuity of teaching by cover teacher.</p> <p>HE and specialist courses: students are informed that if classes are postponed because of teacher absence they will be taught at a later date within a timeframe stated by the provider. HT: cover arrangements include provision of a substitute teacher or alternative placement, as necessary.</p> <p>Examples of good practice <i>The cover teacher has clear and detailed information about the lesson to be taught.</i> <i>There is a cover rota; teachers are allocated cover slots in the timetable.</i> <i>There is a nominated cover person in addition to the AM or a cover rota.</i> <i>There is 'cover for cover' (i.e., a nominated person able to cover at short notice in addition to the academic manager or a cover rota).</i></p>	<p>Evidence Interview with academic manager(s) Student focus group(s) Teacher focus group(s)</p> <p>Documentation Description of cover arrangements (30) Student feedback (63) Staff feedback (64)</p>
<p>T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Attention is paid to both logistical and academic considerations relating to 	<p>N/a if there is no continuous enrolment and students start on the same fixed date. Information and guidance can be given to teachers at induction, in handbook and during CPD. Course design takes account of continuous enrolment for the benefit of both new and continuing students.</p>	<p>Evidence Interviews with academic manager(s) Student focus group(s) Teacher focus group(s)</p> <p>Documentation</p>

<p>continuous enrolment (e.g. when new students join a class; advance information for teachers; grouping/regrouping; classroom changes).</p> <ul style="list-style-type: none"> Information and guidance relating to continuous enrolment is available for teachers. 	<p>Examples of good practice</p> <p><i>There is good information and practical guidance on lesson planning and integration of new students available to teachers.</i></p> <p><i>Information about new students is available well in advance.</i></p> <p><i>The first day of the week's course is planned to facilitate the continuous enrolment process, e.g. with a quiz/test on the on the previous week's work or tutorials for continuing students, while new students are tested or having their induction.</i></p> <p><i>A buddying system for students is in place.</i></p> <p><i>An initial tutorial is provided to support catch-up for new students where needed.</i></p> <p><i>Active use of continuous enrolment as a positive – to refresh the class dynamic. Support for students 'left behind' whose friends have now left.</i></p> <p><i>Syllabus formulated in self-contained weekly blocks and outlines for previous week(s) available to new students.</i></p> <p><i>Induction for students includes introduction to methodology used in classes and structure of programme.</i></p> <p><i>ILPs/tutorials support students' sense of progression and course cohesion.</i></p> <p><i>Students who have started a course at different times feel that they were well informed and supported.</i></p>	<p>Syllabuses or related guidelines (31)</p> <p>Teacher handbook/notes (53)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p>
<p>T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.</p> <p>Requirements</p> <ul style="list-style-type: none"> All newly employed teachers attend a full induction (whether face-to-face or online). The induction prepares academic staff to deliver the curriculum effectively within the context of the provider's stated course design principles, and to access support as needed. The academic induction process is documented to ensure that no key training is omitted. 	<p>This criterion relates to academic induction which is additional to that described in M11 for all staff.</p> <p>All new teachers are inducted to deliver the course effectively within the context of the provider's stated course design principles.</p> <p>Appropriate procedures are in place for ATEFL and new/less experienced teachers.</p> <p>When last-minute recruitment occurs, a full induction is still completed.</p> <p>Applied English: induction for subject teachers without ELT qualifications and/or experience includes a focus on the EL component of courses.</p> <p>Examples of good practice</p> <p><i>Information about the course (e.g. sample timetable, expectations, resources, support) made available in advance, e.g. via video/slides etc.)</i></p> <p><i>Pre-course induction meetings held online before arrival (short contracts).</i></p> <p><i>New teachers have an opportunity to observe classes (live, video recordings) before they start teaching.</i></p> <p><i>Induction includes time to plan lessons with an experienced buddy or academic manager.</i></p> <p><i>There is a follow-up plan for new or inexperienced teachers which is</i></p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Teacher focus group(s)</p> <p>Documentation</p> <p>Induction documents (16)</p> <p>Syllabuses or related guidelines (31)</p> <p>Teacher handbooks/notes (53)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p>

	<i>finalised following the initial observation and provides teachers with clear expectations of their role in delivering the course and a timeframe for completing their induction/probation.</i>	
<p>T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.</p> <p>Requirements</p> <ul style="list-style-type: none"> • A suitably experienced academic manager is available/approachable for day-to-day support. • Appropriate support procedures are in place for new/less experienced teachers. 	<p>Observation for teachers is covered by T9 and CPD for teachers is covered by T10.</p> <p>All teachers receive guidance and day-to-day support, according to their needs and the requirements of the context. Examples of support can include help with lesson planning, suggestions about and provision of resources, more frequent observations/feedback, a buddy system, opportunities for groups of teachers to discuss lessons and teaching strategies etc.</p> <p>Seasonal courses: academic managers have sufficient time to provide support for teachers, even when they are required to provide cover. Applied English/ESP: support is provided for subject teachers on how to integrate a language focus into lessons.</p> <p>Examples of good practice <i>Designated time for individual teachers to work with an academic manager to plan lessons.</i> <i>Regular designated/ timetabled time for teachers to work together as a group with an academic manager to discuss lessons and strategies for teaching the programme/syllabus.</i> <i>A formal buddy system in which more experienced teachers are paired with new or less experienced teachers e.g. newly qualified TEFLI teachers. Buddies/mentors are drawn from a pool of teachers that have proven competency in delivering the syllabus.</i> <i>Informal regular meetings/clinics/swap-shops to exchange ideas for dealing with specific issues related to the programme identified by teachers and/or academic managers.</i> <i>Team teaching.</i> <i>Applied English/ESP: subject teachers are buddied with experienced ELT teachers and collaborate on course planning and delivery.</i></p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s)</p> <p>Documentation Teacher handbook/notes (53) Teaching staff records (57) Staff feedback (64)</p>
<p>T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.</p>	<p>Where the on-site academic manager is not TEFLQ, observation and monitoring can be conducted by a TEFLQ member of the academic management or teacher training team based elsewhere in the organisation or by an external consultant. Although this does not preclude additional observations by non-ELT specialists (e.g. in FE, subject-specific), by non-TEFLQ members of the academic management team, or peer observation, such observations are</p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s)</p> <p>Documentation Appraisal documents (17)</p>

<p>Requirements</p> <ul style="list-style-type: none"> Regular monitoring observations of all teachers by TEFLQ academic manager at least once a year. Observation process includes appropriate feedback and suggestions for action planning to improve and develop teaching. Observations are based on teaching standards that are shared with teachers. Particular care is taken to monitor and guide inexperienced teachers, those whose classroom performance exhibits weaknesses and those whose teaching has attracted negative student feedback. There is evidence that an academic manager acts on any negative student feedback. Newly employed teachers are observed and receive feedback within two weeks of starting to teach (seasonal centres: in their first week of teaching). 	<p>not a substitute for monitoring observations as specified in the criterion.</p> <p>Seasonal centres: newly employed teachers should have a short observation in their first week of teaching and receive feedback on delivery of their lessons, in order to prioritise formal observations and additional support.</p> <p>Examples of good practice <i>In addition to the required observations, a range of observations take place which serve to monitor and develop teachers and inform the CPD programme. E.g.</i> <ul style="list-style-type: none"> <i>Drop-in observations with general (anonymous) feedback to a group of teachers.</i> <i>Formal identification of strengths in the teaching team with plans to spread good practice.</i> <i>Identification of general weaknesses with plans to address relevant issues, with a clear link to in-house CPD sessions.</i> <i>Observations following CPD to assess impact.</i> <i>Observation reports form part of teacher appraisals. Action points from one observation are followed up in subsequent observations.</i> <i>Additional observations by an external TEFLQ consultant.</i> <i>Additional observations by non-ELT specialists (e.g. in FE, subject-specific), by non-TEFLQ members of the academic management team.</i> <i>Student feedback gathered on the teaching and evidence that the academic manager feeds back positive comments to teachers.</i> <i>Teachers report appreciation of observation process and feedback.</i></p>	<p>List of CPD (18) Student feedback (63) Staff feedback (64) Teacher observation records and feedback (67)</p>
<p>T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.</p> <p>Requirements</p> <ul style="list-style-type: none"> The CPD provision has clear aims based on needs analysis which take into account the needs of the organisation, students, and teachers. The provider offers a range of opportunities for professional development appropriate to the context. Records are maintained of teacher 	<p>CPD can include participation in internal and external training, events, and activities appropriate to all teaching staff.</p> <p>Newly qualified TEFLI or ATEFL teachers in year-round language centres have a professional development plan with clear outcomes and timeframes.</p> <p>Applied English/ESP: support for the professional development of all teaching staff enables them to make subject-specific programmes of study relevant and accessible to students.</p> <p>Examples of good practice <i>There is evaluation of the impact of CPD on course delivery, teaching practice and student outcomes.</i> <i>Regular scheduled check-ins to identify developmental needs of teachers.</i></p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s)</p> <p>Documentation Appraisal documents (17) List of CPD (18) Student feedback (63) Staff feedback (64) Teacher observation records and feedback (67)</p>

<p>participation in CPD.</p> <ul style="list-style-type: none"> CPD provision is regularly reviewed in the light of stakeholder feedback. 	<p><i>Individual teachers have development plans based on their support needs, driven by observations, student feedback and individual interest.</i></p> <p><i>Experienced/well-qualified teachers are encouraged to formulate individual teaching goals on which they wish to receive feedback.</i></p> <p><i>CPD (and timetabling) extends the capacity of teachers to work at different levels/on different courses, including specialist staff with less ELT experience.</i></p> <p><i>There is a structured peer/self-reflection observation scheme.</i></p> <p><i>There are regular (at least annual) opportunities for peer-observation.</i></p> <p><i>Observations inform CPD planning: good practices are shared and weaknesses addressed.</i></p> <p><i>Teachers are offered opportunities to share their expertise by leading CPD sessions, presenting at conferences, etc.</i></p> <p><i>Self-directed individual development is encouraged (through, e.g., reading, research, and publication).</i></p> <p><i>Teachers maintain individual CPD portfolios, which include training undertaken or delivered and reflections on teaching/peer observation/reading.</i></p> <p><i>Seasonal centres: observations, student feedback and teacher requests inform the timely provision of effective CPD.</i></p>	
<p>Course design and implementation (Area of strength: two strengths, no not mets; need for improvement: two not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>
<p>T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.</p> <p>Requirements</p> <ul style="list-style-type: none"> There is a clear rationale for course design. Guidance for teachers is provided in writing. Intended learning outcomes and methods of assessment of students' progress are included. Courses include study and learning strategies that support independent and post-course learning. 	<p>Academic manager(s) can explain the principles of and the rationale behind the course design.</p> <p>The course design is readily available and is understood by teachers.</p> <p>Schemes of work support delivery of the course, including coursebook (where used), and cover all parts of the course. E.g. including electives.</p> <p>Study and learning strategies (at an appropriate level for the course) are made clear to teachers and students, e.g. vocabulary recording, dictionary use, improving pronunciation.</p> <p>Seasonal courses/Applied English: where relevant, inspectors will consider courses (without discrete English classes) where content is delivered in English and when one of the purposes is language improvement. Course design should outline the language-learning focus of the course.</p> <p>ESP: include a range of appropriate skills, such as presentation skills, public speaking, report writing etc.</p> <p>IC/closed groups: courses are designed to meet the needs of the</p>	<p>Evidence Interviews with academic manager(s)</p> <p>Documentation Syllabuses or related guidelines (31) Teacher handbook/notes (53) Student handbook/notes (54) Tutorial proformas (34) Completed tutorial records (71)</p>

	<p>students and the stated objectives of the client, as identified through needs analysis and the contract/agreement. ISC/EAP: course includes development of study skills appropriate to international students intending to enter mainstream independent school or higher education.</p> <p>Examples of good practice <i>Clear statement of principles, communicated to teachers. Materials matched and if necessary, adapted to these principles. Guidance is provided to teachers on adapting resources. There is detailed guidance for teachers on linking the syllabus and coursebook(s)/ materials. Links to supplementary activities and resources. Planning documentation (schemes of work/lesson plans) shows clear evidence of study and learning strategies; these are explicitly highlighted in the syllabus. Student outcomes are clearly aligned to CEFR/GSE or other international standards. There is a holistic approach to course design with a clear principle running through all courses, and which extends to the provider's approach to any additional offerings, activities, free lessons, etc. Tutorials and individual learning plans provide individual guidance in this area. There is written guidance for students on continuing learning after the course.</i></p>	
<p>T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.</p> <p>Requirements As criterion.</p>	<p>The course takes advantage of the UK environment to encourage students to make the most of their stay in the UK for language practice and to develop life skills. Suggestions for teachers in handbook and in CPD sessions. Examples: bringing in words, homework involving hosts, bringing real language into the classroom; preparing a survey, interviewing people outside the classroom, reporting back in class.</p> <p>HT: teaching hosts ensure that the home environment and the local environment both serve to support the students' learning and development during their stay.</p> <p>Examples of good practice <i>Systematic integration of local environment with course content through work in class, out-of-class activities, a focus on UK life and culture, homework, and the social programme. Activity staff and homestay hosts/residential staff are given guidance on supporting learning.</i></p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s) Student focus group(s)</p> <p>Documentation Syllabuses or related guidelines (31) Teacher handbook/notes (53) Student handbook/notes (54) Tutorial proformas (34) Completed tutorial records (71)</p>

	<p><i>Homework tasks are designed to help students practise these skills outside the classroom.</i></p> <p><i>There are opportunities for further development of skills by encouraging students to collaborate across nationality.</i></p>	
<p>T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.</p> <p>Requirements</p> <ul style="list-style-type: none"> Evidence of planning and implementation. Regular review by academic manager(s) in consultation with teachers and taking account of student feedback. 	<p>Review planning and implementation is documented.</p> <p>Examples of good practice</p> <p><i>Formal, documented process for review through, e.g. course reports.</i></p> <p><i>Analysis undertaken of staff and student feedback on this area and appropriate action taken.</i></p> <p><i>Where appropriate there is evidence of course design negotiation with students.</i></p> <p><i>Evidence of change in response to analysis of student progress and outcomes, including exam results.</i></p> <p><i>The review includes a process to follow up and assess the impact of changes.</i></p> <p><i>Evidence that the provider has researched current professional practice/sectoral trends to inform change.</i></p> <p><i>Before being asked to review resources (including coursebooks) teachers are given guidance on how to do so.</i></p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Documentation</p> <p>Minutes of meetings (55)</p> <p>Student feedback (63)</p> <p>Staff feedback (64)</p>
<p>T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.</p> <p>Requirements</p> <p>As criterion.</p>	<p>There is evidence of clear and appropriately written weekly plans, including intended learning outcomes, available to students.</p> <p>Plans may be in outline form and amended/ extended as week/course progresses.</p> <p>Students' attention is drawn to map of any coursebook used.</p> <p>Where appropriate to course length, plans are reviewed with students as part of the progress assessment process.</p> <p>Applied English: language learning outcomes are made explicit to students.</p> <p>Examples of good practice</p> <p><i>There is evidence that weekly plans are live documents created and reviewed in response to the needs of the specific learners.</i></p> <p><i>Clear statement of principles, communicated to students.</i></p> <p><i>Descriptions cover all aspects of a course including, e.g. frequency of testing or principles of assessment.</i></p> <p><i>Guidance is provided to teachers on negotiating the syllabus when appropriate, e.g. one-to-one or closed groups.</i></p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Teacher focus group(s)</p> <p>Student focus group(s)</p> <p>Notices</p> <p>Documentation</p> <p>Student handbook/notes (54)</p>
<p>Learner management</p> <p>(Area of strength: two strengths, no not mets; need for improvement: two not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>

<p>T15 There are effective procedures for the correct placement of students, appropriate to their level and age.</p> <p>Requirements</p> <ul style="list-style-type: none"> Formal procedures are in place with account taken of students' level and age. Staff conducting assessment are appropriately qualified and trained. 	<p>Appropriate written testing procedures are in place. The content of placement testing is relevant to the course objectives. Class composition is appropriate to the student's age and language level. The appropriate age range in a class for under 18s is normally no more than three years.</p> <p>HT: there are efficient procedures for assessing students' level and needs, either at head office or on arrival locally.</p> <p>Examples of good practice Assessment covers all relevant areas, including speaking. Starting level is reliably linked to an external reference, e.g. the CEFR/ GSE or other international standards. Class composition is very homogeneous and procedures are in place to support students falling between class levels. Identification of any special educational needs are factored in.</p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s) Student focus group(s)</p> <p>Documentation Description of placement procedures (33) Student feedback (63) Staff feedback (64) Placement tests (69)</p>
<p>T16 There are effective procedures for evaluating, monitoring and recording students' progress.</p> <p>Requirements</p> <ul style="list-style-type: none"> Progress testing and final evaluation are relevant to course length and objectives. Students (parent/guardians of under 18s) receive reports on request. 	<p>Certificates/reports (where provided) about the content of the course are accurate, and the wording does not make claims about the language level achieved by the student unless this has been formally assessed. On short courses without formal testing, certificates (where provided) can show the level studied at and a description of course objectives. Teachers are provided with clear guidance and support if expected to write reports.</p> <p>Applied English: Students receive feedback on progress in language use in addition to other aspects of their course.</p> <p>Examples of good practice Assessment of progress is reliably linked to an external reference, e.g. the CEFR/GSE or other international standards. Individual progress is reviewed in tutorials. Teachers actively encourage students to articulate learning and recognise their progress. Technology is used to enhance students' awareness of progress. Progress is tracked and recorded online so students can access it. Reports are: comprehensive; based on clear evidence; professionally presented.</p>	<p>Evidence Interviews with academic manager(s) Teacher focus group(s) Student focus group(s)</p> <p>Documentation Tutorial proformas (34) Description of end-of-course certificates/ reports (36) Progress, mid-course and exit tests (70) Completed tutorial records (71) Completed leaving certificate/ academic report (72)</p>

<p>T17 Students are helped to identify their learning needs and receive support to meet course objectives.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Learning support is available and accessible. • Change of course/class is possible within a reasonable timeframe. • Procedures for changing course/class are known to staff and students. 	<p>Learning support is available from teachers and/or support staff, e.g. advice about independent learning/self-study resources, additional homework etc.</p> <p>The progress of students changing class is monitored to ensure new level is appropriate.</p> <p>Support is available for students with special educational needs and disabilities.</p> <p>Examples of good practice</p> <p><i>Tutorials and individual learning plans are in use.</i></p> <p><i>Detailed needs analysis and objective setting are used on bespoke courses.</i></p> <p><i>Staff are trained to support students with special/additional educational needs and disabilities.</i></p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Teacher focus group(s)</p> <p>Student focus group(s)</p> <p>Documentation</p> <p>Teacher handbook/notes (53)</p> <p>Student handbook/notes (54)</p> <p>Completed tutorial records (71)</p>
<p>T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.</p> <p>Requirements</p> <p>As criterion.</p>	<p>N/a if students are not preparing for examinations or wishing to progress within the UK education system.</p> <p>Clear information is available to students about the range of exams available in or through the provider.</p> <p>Where relevant, guidance is given on appropriate level of examinations.</p> <p>Responsibility for advising students on examinations is part of the job description of an identified person known to students.</p> <p>ISC: courses will include preparation for public examinations facilitating admission to mainstream independent school education.</p> <p>The centre provides effective, independent and timely advice to all students intending to go on to study at a mainstream boarding school, and systems to support a student's application to independent school education.</p> <p>Examples of good practice</p> <p><i>Availability of information and advice is clearly indicated to students and easily available.</i></p> <p><i>Training is provided for staff in the interpretation and use of assessment criteria for the examinations.</i></p> <p><i>Students have easy access to information and explanation of the meaning of the criteria and how they relate to their work.</i></p> <p><i>Analysis of examination results demonstrates students have been guided effectively.</i></p> <p><i>Responsibility is specified in job description of appropriate member(s) of staff, or there are explicit arrangements for outsourcing the provision of educational information and advice to a competent person.</i></p>	<p>Evidence</p> <p>Interviews with academic manager(s)</p> <p>Teacher focus group(s)</p> <p>Student focus group(s)</p> <p>Examination results</p> <p>Documentation</p> <p>Job descriptions (13)</p> <p>List of any examinations (35)</p> <p>Description of assessment criteria and procedures (37)</p> <p>Student handbook/notes (54)</p>

Classroom observation (Area of strength: four strengths, no not mets; need for improvement: three not mets)	Additional guidance <i>[A need for improvement in this section may trigger a spot check and, if combined with weaknesses elsewhere in Teaching and learning, will lead to the section standard being not met.]</i>	Evidence, including documentation
Not met if the teaching in relation to the criterion is unsatisfactory in 25% or more of the segments observed.	A strength if the teaching in relation to the criterion is good or better in 75% of the segments observed, and no unsatisfactory teaching in relation to the criterion is observed.	
Knowledge and planning		
<p>T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.</p> <p>Requirements As criterion, plus:</p> <ul style="list-style-type: none"> Teachers are able to deal with students' questions about language. 	<p>Models of pronunciation are provided for individual words and words in connected speech. Language used for illustration, explanation and exemplification is appropriate to the students' level.</p> <p>Applied English/ESP: teachers use language appropriate to context. Teachers are responsive to opportunities for providing language input/focus.</p> <p>Examples of good practice <i>Examples and explanations are: relevant; concise; memorable. There is a clear indication of language use in context e.g. degree of formality/informality. Parts of speech are indicated. Support for pronunciation is provided by phonemic script and stress marks. Teachers help develop emergent language. Teachers encourage learners to consider similarities and differences between English and the students' own language and other languages they know. Applied English/ESP: teachers integrate subject and language teaching effectively.</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Class profile (73) Lesson plans (74)</p>
<p>T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.</p> <p>Requirements As criterion.</p>	<p>Lesson plans are based on student profiles, course objectives and scheme of work. Plans identify differing learning needs, awareness of student backgrounds and how to accommodate them. Topics and materials selected are appropriate. Any timings of activities in the lesson plan are realistic. Lesson plans allow time for checking learning outcomes and homework, where relevant.</p> <p>Examples of good practice <i>Detailed class profiles show in-depth awareness of individuals'</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>

	<p><i>strengths and needs.</i></p> <p><i>Individual needs' analyses have been conducted.</i></p> <p><i>There is evidence of sensitivity to learners' pace of learning and need for further practice.</i></p> <p><i>Relevant additional activities are consistently provided to challenge more able learners.</i></p> <p><i>Comprehensive provision is made for students with diverse learning profiles and language backgrounds: e.g. provision is made for students with specific learning needs; account is taken of non-Roman script learners.</i></p> <p><i>Activity types reflect the age, background, and preferences of students.</i></p>	
<p>T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.</p> <p>Requirements</p> <ul style="list-style-type: none"> Intended learning outcomes are clearly identified and shared with learners. 	<p>Learning outcomes refer to what students will know or be able to do, for example, "Students will be (better) able to talk about their recent experience". In some lessons, outcomes may be task-related e.g. "Students will be able to deliver an oral presentation, using slides and appropriate language".</p> <p>There is a clear link between learning outcomes and activities.</p> <p>Applied English/ESP: subject and language outcomes are made known to students.</p> <p>Examples of good practice</p> <p><i>Learning outcomes are clear, made explicit, and consistently checked/reviewed. Learning outcomes can be made clear at the beginning of the lesson, throughout the lesson, and for review at the end.</i></p> <p><i>Potential difficulties are identified and pre-empted.</i></p> <p><i>The possibility of varying the plan to meet changing needs/achievement is acknowledged.</i></p> <p><i>There is obvious movement from the familiar/known to the unfamiliar/new.</i></p> <p><i>There is sensitivity to the learners' pace of learning e.g. an awareness of when further practice may be needed.</i></p> <p><i>Supplementary material/activities are provided to support core materials to give students the opportunity to achieve their learning objectives.</i></p> <p><i>Classroom activities link to outcomes achieved through relevant independent study/learning (including homework).</i></p>	<p>Evidence</p> <p>Inspector observations</p> <p>Documentation</p> <p>Student feedback (63)</p> <p>Class profile (73)</p> <p>Lesson plans (74)</p>
Delivery and review		

<p>T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.</p> <p>Requirements As criterion.</p>	<p>There is evidence of a range of techniques to present and practise language and to develop skills. The techniques are appropriate to the course context, and may include concept checking, effective elicitation and questioning, nomination, instruction-giving and checking understanding of tasks etc.</p> <p>Examples of good practice <i>Confident use of techniques to present and practise language in an engaging way.</i> <i>Sustained development of skills and subskills.</i> <i>Clear instruction giving and consistent checking.</i> <i>Effective elicitation and prompting.</i> <i>Nomination and questioning which is sensitive and inclusive.</i> <i>Regular and integrated checking of understanding of meaning (concept checking).</i> <i>Effective integration of work done by students independently or outside the classroom (including homework).</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>
<p>T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.</p> <p>Requirements As criterion.</p>	<p>Teachers control the learning environment, including seating arrangements, and (where possible) heating and ventilation. Teachers make competent use of any learning resources available, including interactive whiteboards, whiteboards, coursebooks and handouts, where relevant.</p> <p>Examples of good practice <i>Teachers demonstrate expert management of resources through, for example:</i> <ul style="list-style-type: none"> <i>the creative use of wall space and noticeboards;</i> <i>the confident and imaginative use of technology;</i> <i>clearly presented and engaging boardwork including, for example, the purposeful use of colour;</i> <i>an ability to bring the coursebook to life and to integrate it with other resources.</i> <i>The materials used are engaging, free from errors and professionally presented.</i> <i>Good use is made of the classroom space through for example: the organisation of tables and chairs according to the activity.</i> <i>Movement about the classroom is encouraged, appropriate to the activity and the age of the learners.</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>

<p>T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.</p> <p>Requirements</p> <ul style="list-style-type: none"> Teachers use a range of feedback techniques to support students and help them improve. Teachers provide positive feedback to students. 	<p>Teachers monitor students' performance during activities. Teachers correct students' language, including pronunciation, and give useful feedback to all students on their 'performance' during the lesson. This may include delayed correction.</p> <p>Applied English/ESP: students receive feedback on language performance.</p> <p>Examples of good practice <i>Teachers demonstrate principled and consistent error correction techniques, including the provision of positive feedback. Teachers make confident use of a range of correction techniques that may include on the spot, delayed, peer- and self-correction; use of marking codes in written work. Feedback and error correction leads to language extension work relevant to the student profile, e.g. follow-up, controlled practice of the corrected language; opportunities to redraft written work. Students are actively encouraged to self and peer correct.</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>
<p>T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.</p> <p>Requirements As criterion.</p>	<p>Activities, relevant to the focus of the class, are included to give students opportunities to see how well they can perform against learning outcomes. This aim is made explicit. Teachers provide opportunities for students to demonstrate their ability to use recently learned language. Reference is made to work covered in previous lessons, where appropriate. Short assessment activities are included in lessons to enable teachers to evaluate learning.</p> <p>Examples of good practice <i>Evaluation tasks are selected with clear reference to students' needs and background. Different tasks are set for different groups if there are significant differences in level or background. Lessons include reflection and/or activities linked to previous learning e.g. to previous lessons, work completed independently. Students are made aware of how their learning will be assessed. Students demonstrate an awareness of what they have learned, what they need to learn and how they might learn it. There is a reflective stage in the lesson, when the learning objectives are assessed in terms of their achievement.</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>

<p>T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.</p> <p>Requirements</p> <ul style="list-style-type: none"> Teachers promote positive interactions. Students are active in the learning process. 	<p>Teachers build rapport and trust with learners. Lessons involve a good balance of student-to-student and teacher-to-student activities, appropriate to the context. Whole-class, group and pairwork activities are set up and managed effectively. Student talking time is maximised, when appropriate. Teachers take into account and manage effectively the differing learning needs of students. Teachers involve all students in the class, using a range of approaches e.g. pairing weak/unconfident with strong/confident; mixing up students from similar backgrounds; setting different tasks for different groups. Teachers vary mode and pace during the lesson. Teachers use opportunities to personalise information, materials and activities. Students' knowledge, experience and interests are drawn upon. Teachers actively listen to and acknowledge students' contributions.</p> <p>Examples of good practice</p> <p><i>Teachers are sensitive in their choice of topics and can, if necessary, mediate appropriately in potentially problematic cultural topics.</i> <i>Teachers demonstrate good voice projection and energy.</i> <i>Teachers skilfully vary the mode and pace during the lesson, as appropriate to the task, the age and level of the students, and the time of day.</i> <i>Teachers use students' names and clearly demonstrate their awareness of their specific needs and interests.</i> <i>A variety of activities is in evidence.</i> <i>Teachers change activity as a result of unanticipated needs.</i> <i>Students are encouraged to listen to each other and respond to others' contributions.</i> <i>Learners remain actively engaged throughout lessons.</i></p>	<p>Evidence Inspector observations</p> <p>Documentation Student feedback (63) Class profile (73) Lesson plans (74)</p>
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Welfare and student services		
<p>Standard 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.</p>		
Criterion and requirements	Additional guidance	Evidence, including documentation
Care of students	Additional guidance	Evidence, including documentation

(Area of strength: three strengths, no not mets; need for improvement: three not mets)		
<p>W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.</p> <p>Requirements</p> <ul style="list-style-type: none"> • A critical incident/emergency plan is in place for teaching and accommodation site(s), and for when students are off site. • There are procedures for locating and communicating with students in the event of a major incident in their locality. • Providers ensure that the relevant aspects of the emergency plan are made known to staff and students. • Where other stakeholders are involved (agents, group leaders, accommodation agency, host organisation) plans need to be shared, with agreed actions/ responsibilities. 	<p>Plans may differ in length depending on the size and complexity of the organisation.</p> <p>‘Comprehensive’ includes a security or safety emergency on the premises, on excursions, in the vicinity of the institution or where students live or may be socialising; includes procedures for verifying whereabouts and safety of students, group leaders and staff, and communication with group leaders, staff, students, their parents and representatives.</p> <p>Relevant elements shared with students in an age-appropriate way.</p> <p>‘any’ means that procedures are applicable to a wide range of potential situations – not that a comprehensive individual plan is required for every possible eventuality.</p> <p>Seasonal centres: in rented temporary/summer premises, the host organisation’s critical incident plan can be adapted to suit the needs of the provider’s staff and students.</p> <p>Clear communication plans between host and provider in such emergencies, and roles clearly designated and known to staff.</p> <p>Examples of good practice</p> <p><i>Sensitive briefing for students on keeping safe and procedures to follow in the event of an emergency.</i></p> <p><i>Briefings or training for group leaders to ensure they are aware of emergency plans on the premises and on excursions.</i></p> <p><i>Summary of emergency plan added to risk assessments for leisure programme.</i></p> <p><i>Evidence of expert input into the framing plans and procedures.</i></p>	<p>Evidence</p> <p>Interviews with managers/staff Talking to group leaders Teacher focus group(s) Student focus group(s)</p> <p>Documentation</p> <p>Risk assessments (38, 46) Information for accommodation agency (40) Information for hosts (42) Information for group leaders (45) Critical incident/emergency plan (46) Leisure activity information (47) Staff handbooks/notes (52) Teacher handbooks/notes (53) Student handbook/notes (54) Safety log (75)</p>
<p>W2 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.</p> <p>Requirements</p> <p>As criterion.</p>	<p>Students made aware of availability of pastoral care: information on student portal/app, in student handbook and/or displayed on notices, given at induction etc.</p> <p>Availability of information for staff and, where appropriate, students about any external agencies and how to contact.</p> <p>Students’ needs for pastoral care identified, e.g. relevant questions in enrolment process, tutorials, systems for sharing welfare concerns.</p> <p>‘Quiet’/multifaith room/private space (can be) made available for religious observance, or alternative arrangements satisfactory to students must be in place.</p> <p>‘Circumstances’ may include health, special educational needs and disabilities.</p> <p>Specific arrangements for under 18s, including 16 and 17 year-olds on adult courses, e.g. proactive pastoral support.</p>	<p>Evidence</p> <p>Interviews with managers/staff Talking to group leaders Student focus group(s) Teacher focus group(s) Notices</p> <p>Documentation</p> <p>Job descriptions (13) Information for hosts (42) Staff handbooks/notes (52) Teacher handbooks/notes (53) Student handbook/notes (54)</p>

	<p>HT: arrangements in place for students to spend time away from their teaching hosts when appropriate.</p> <p>Examples of good practice <i>Explicit policy on the provision of pastoral care; all staff, hosts and group leaders (for their own students) are encouraged to be aware of students' potential needs and who to refer issues to.</i> <i>Staff have formal training to support students, e.g. mental health first aid.</i> <i>Pastoral tutorials or pastoral focus in academic tutorials.</i> <i>Digital systems allow instant recording and communication of any welfare issues by all staff.</i> <i>Support provided for students arranging their own accommodation: contacting agents; dealing with landlords; scrutinising contracts.</i></p>	
<p>W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Diversity/inclusivity policy. • Procedures for dealing with abusive behaviour by staff or students (including verbal abuse, harassment, bullying, actual or threatened violence, damage to personal property), or behaviour that may lead to extremist radicalisation. 	<p>Information for students in accessible language e.g. simplified policy document or alternative text, available in student handbook, and/or noticeboards, induction materials, easily accessible intranet which students use etc.</p> <p>Staff model and promote positive interactions; avoiding belittling or stereotyping students, culturally or politically insensitive comments, negative vibes/tensions.</p> <p>Preventing extremist behaviour – awareness of Prevent duty informs policies and procedures.</p> <p>Examples of good practice <i>Information widely available.</i> <i>Tolerance and respect feature in the organisation's ethos.</i> <i>Specific activities to foster inclusivity and diversity.</i> <i>Policies to support staff and students regarding gender identity and sexual orientation.</i> <i>Well-expressed and relevant policies made clear in context of students' ages and circumstances.</i></p>	<p>Evidence Talking to managers/staff Talking to group leaders Talking to homestay hosts and residential staff Notices</p> <p>Documentation Staff induction (16) Abusive behaviour, diversity/inclusivity policy (39) Information to accommodation providers (40, 42) Staff handbooks/notes (52) Teacher handbooks/notes (53) Student handbook/notes (54)</p>
<p>W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.</p> <p>Requirements As criterion.</p>	<p>This criterion cannot be awarded a strength.</p> <p>‘Where relevant’: this applies to all providers, except in the case of organisations enrolling only those students already settled in the local community and with a local support network.</p> <p>Information given at induction, in student handbooks, on student portal/app.</p> <p>Fair and equitable arrangements in place for staff who hold the phone.</p> <p>Staff who hold the phone are briefed about how to respond.</p> <p>Number introduced at student induction and examples of use related to UK context given.</p>	<p>Evidence Talking to managers/staff Student focus group(s) Notices</p> <p>Documentation Student handbook/notes (54)</p>

	<p>Examples of good practice <i>Sensible rota with further backup, calls logged for follow-up and training, students put number in phone, separate number for under 18s with safeguarding person on call etc</i></p>	
<p>W5 Students receive advice on relevant aspects of travel to and life in the UK.</p> <p>Requirements</p> <ul style="list-style-type: none"> Students receive or are directed to 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. Where transport is offered by the provider, arrangements are clear, effective and reasonably responsive to unforeseen circumstances. Students receive information about: <ul style="list-style-type: none"> Personal safety and the care of valuables. Medical and personal insurance. Compliance with the law. Other items relevant to the students enrolled. 	<p>N/a if students are exclusively from the local community. However, if provider advertises for international students (even if none have ever been enrolled), provider needs to demonstrate appropriate information/systems are in place ready for such students. The criterion will not be met if this is not in place.</p> <p>Information on use of public transport should include links to operators' websites. Information provided in handbook, on intranet, or on display. May also be covered as part of induction. Information in accessible language and format. Examples of other items (as relevant to the age and needs of students):</p> <ul style="list-style-type: none"> local facilities, services and amenities, including, in the state sector, student union membership banking local places of worship licensing laws traffic regulations procedures in case of arrest by the police. <p>Indication of who to contact for further information.</p> <p>Examples of good practice <i>Students receive personalised information setting out different options for travel by public transport.</i> <i>Where transport offered by provider: on arrival the maximum scheduled wait time is two hours for students from being met in arrivals hall to the departure of the coach; on departure, arrival at airport is no more than four hours before the scheduled departure of flight.</i> <i>Information is: up to date and comprehensive; attractively displayed/laid out; available in multiple formats and locations (print/electronic).</i> <i>Provider uses imaginative ways of communicating important information and checking comprehension, for example quizzes.</i></p>	<p>Evidence Interviews with staff Talking to group leaders Student focus group(s) Notices</p> <p>Documentation Brochures (2) Accommodation placement (42) Information for group leaders (45) Student handbook/pre-arrival information (54) Completed enrolment records (59)</p>
<p>W6 Students have access to adequate health care provision.</p> <p>Requirements</p>	<p>Information provided in easily accessible form at induction, in handbook, student portal/app, or on display. Information in accessible language and format. Indication of who to contact for further information.</p>	<p>Evidence Interviews with staff. Talking to group leaders Talking to homestay hosts and residential staff</p>

<ul style="list-style-type: none"> Students are informed about their rights regarding medical and dental treatment through the NHS, the need for insurance and the immigration health surcharge (as relevant). Students have full access to any medical and welfare services available in the organisation. Appropriate provision is made on site and in accommodation. 	<p>Sufficient first-aid trained member(s) of staff so that first aid support is always available while students are on site, plus arrangements for access to local GP or medical help. First aid boxes available. Homestay accommodation should have information about accessing the NHS drop-in service or relevant medical services; host should have guidance on dealing with a medical emergency. Supervised accommodation should have minimum of one first-aid trained member of staff, identified to residents, on duty at all times, plus arrangements for access to local GP or medical help. In non-supervised accommodation, information about access to local GP or medical help should be provided (e.g. location and hours of local NHS drop in centre, information on registering with a GP, directions to nearest A&E).</p> <p>Examples of good practice <i>Very good provision of staff trained in first aid in relation to size of ELT provision.</i> <i>Staff available to accompany student to NHS drop-in centre, hospital, dentist etc if necessary/appropriate.</i> <i>Residential centres have established arrangements with specific local medical services and dentists.</i> <i>A nurse(s)/house doctor is on site. Sick room.</i></p>	<p>Notices</p> <p>Documentation Accommodation placement (42) Information for group leaders (45) Student handbook/notes (54)</p>
<p>Accommodation (Area of strength: four strengths, no not mets – across all sections of accommodation that apply; need for improvement: three not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>
<p>All accommodation</p>		
<p>W7 Students have a comfortable living environment throughout their stay.</p> <p>Requirements</p> <ul style="list-style-type: none"> Bedroom and common areas in a proper state of cleanliness and repair. <ul style="list-style-type: none"> Adequate heating and lighting. A sufficiently spacious bedroom with natural light, equipped with an adequately sized bed. Adequate hanging and drawer space for clothes. An adequate supply of duvets or blankets. 	<p>Only adult-size bunk beds can be used for students aged 14+ and bookings for adult students must indicate if the accommodation uses bunk beds. Bathroom etc facilities adequate to cope with number of students (and family if relevant).</p> <p>Not providing towels/bed linen in residential accommodation can be acceptable so long as this is clearly stated in pre-course information and there is a laundry service/facilities available if students stay longer than one week. Emergency provision can be made in the event of student arrival/departure dates being amended at short notice due to unforeseen circumstances, such as flight cancellations.</p>	<p>Evidence Visits to student accommodation Interviews with staff Talking to homestay hosts and residential staff Student focus group(s)</p> <p>Documentation Description of accommodation offered (40) List of accommodation in use (41) Accommodation placement (42)</p>

<ul style="list-style-type: none"> • Privacy from members of the opposite sex. • A table for private study (where appropriate). • Sufficient washing facilities and access to a bathroom, with baths or showers available daily. • Homestay/home tuition teaching hosts treat the student as a full member of the household, eating together and sharing the common living areas. 	<p>Examples of good practice <i>Student feedback is consistently positive about accommodation.</i> <i>Accommodation seen during the inspection is of a high standard.</i> <i>Students comment positively on their hosts.</i> <i>Provision for students with (environmental) allergies or other specific needs.</i> <i>Hosts demonstrate a knowledge of current (and past) students that indicates a warm welcome.</i> <i>Training and activities for hosts fosters a commitment to a positive student experience.</i> <i>Emergency homestay or alternative accommodation available if any students need to move at short notice.</i> <i>Free WiFi access.</i></p>	
<p>W8 Arrangements for cleaning and laundry are satisfactory.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Arrangements for regular cleaning of homestay. Arrangements for weekly cleaning of common areas, including bathrooms and kitchens in residential accommodation. • Regular cleaning of fridges. • Provision of cleaning materials where students are responsible for cleaning. • A weekly laundry service or clearly explained laundry arrangements. • A clear policy on frequency of towel and bed linen changes (minimum fortnightly*). 	<p>Residential accommodation includes student houses/flats arranged by provider. Where students are responsible for cleaning, this must be clear in advance (M27) and standards monitored. Under 16s not to be responsible for cleaning own rooms/bathrooms. Laundry service for under 16s (may involve group leaders). Weekly cleaning and clearing of rubbish in all common areas; regular cleaning of rooms. In independent accommodation where any of these services are not provided, it must be made clear in advance. *Where provided, see W7.</p> <p>Examples of good practice <i>Daily cleaning of student's room and bathroom/toilet.</i> <i>Accommodation, including toilets, very well maintained and spotlessly clean throughout.</i> <i>Flexibility for laundry and linen services to be adapted in line with student wishes.</i></p>	<p>Evidence Visits to student accommodation Interviews with staff Talking to homestay hosts and residential staff Student focus group(s) Notices</p> <p>Documentation Description of accommodation offered (40) Accommodation placement (42) Student handbook/notes (54)</p>
<p>W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Checks recorded. • Fire risk assessments. • Gas Safe certificates renewed annually. 	<p>Includes all types of accommodation provided or recommended to students (see also P1). Initial visits and follow-up checks in response to negative feedback should be in person but routine revisits can be conducted remotely. Specific comprehensive pro-forma used to record information, including checks that fire risk assessments and annual Gas Safe certificates are in place. Fire risk assessments conducted by accommodation provider (host, accommodation agency, host institution or ELT provider). Formal check of continued suitability is expected.</p>	<p>Evidence Visits to student accommodation Interviews with staff Talking to homestay hosts and residential staff</p> <p>Documentation Accommodation placement (42) Records of accommodation inspections (76)</p>

<ul style="list-style-type: none"> Agreement of number of students placed, based on the size of room(s) and facilities available. <p>[also applies to home tuition teaching homes]</p>	<p>Accommodation/home tuition registers kept up to date with accurate information, including records of visits, and checks that fire risk assessments and annual Gas Safe certificates are in place.</p> <p>Training in use of computerised system provided; access controlled. System accessible to relevant users but kept secure.</p> <p>Any classification system the provider may use (or other organisation or agency used for the accommodation service) should be clearly explained to the inspectors, who will select a range of hosts to inspect.</p> <p>A representative from the language centre may visit homestays provided by an external agency in response to negative student feedback or concerns.</p> <p>Examples of good practice</p> <p><i>Person carrying out visits has experience of being a host and/or specific training.</i></p> <p><i>Student feedback on new hosts or residences followed up in depth.</i></p> <p><i>Visiting takes place more frequently than every two years, especially before a student is placed with a host not used for a while, or where any issues are raised by students.</i></p> <p><i>Regular spot checks.</i></p> <p><i>Registers contain comprehensive information on host, home, and previous student feedback to aid placement.</i></p> <p><i>An easy way of identifying when visits are due.</i></p>	
<p>W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.</p> <p>Requirements</p> <ul style="list-style-type: none"> Accurate and sufficient information about the type of accommodation, location, proximity to transport to reach teaching premises, services provided and payment arrangements (including cancellation penalties). Where a student is expected to share a bedroom with another student, this is clearly indicated in the provider's publicity. Conditions and procedures under which accommodation arrangements can be terminated are included. 	<p>Criterion will not be met if any missing information; information available but not easily accessible or not detailed.</p> <p>Students guided to relevant information on times and costs of transport.</p> <p>Examples of good practice</p> <p><i>Students receive personalised information about travel between the accommodation and teaching premises, including approximate time and costs.</i></p> <p><i>Information is personalised, e.g. with pen portrait of 'family' and photos.</i></p> <p><i>Student receives additional information about local area.</i></p> <p><i>Hosts encouraged to contact students before arrival.</i></p>	<p>Evidence</p> <p>Interviews with staff</p> <p>Talking to homestay hosts and residential staff</p> <p>Documentation</p> <p>Accommodation placement (42)</p>

<p>W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.</p> <p>Requirements As criterion, plus:</p> <ul style="list-style-type: none"> Where any accommodation is provided by an accommodation agency, procedures include regular and timely provision of feedback to agency. 	<p>Initial feedback may be oral (especially in smaller schools). Contact person easily accessible. Action taken to follow up problems recorded fully and accessibly.</p> <p>Examples of good practice <i>Initial feedback handled one-to-one or in small groups. Feedback on individual hosts over a year summarised and provided to host. Evidence of effective liaison between ELT provider and accommodation agency/accommodation management to monitor accommodation provision, identify and resolve any problems.</i></p>	<p>Evidence Interviews with staff Talking to agency staff (if used) Talking to homestay hosts and residential staff Talking to group leaders Student focus group(s)</p> <p>Documentation Feedback procedures (21) Accommodation placement (42) Student feedback (63) Records of any complaints (65)</p>
<p>W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.</p> <p>Requirements</p> <ul style="list-style-type: none"> Booking and cancellation arrangements are clear. Includes information on W13-W16. 	<p>Copies of notifications on file; hosts aware of communication. Accommodation providers: all hosts, home tuition teaching hosts, accommodation agencies, other third-party accommodation providers such as management of residential accommodation.</p> <p>Examples of good practice <i>Rules, terms and conditions etc. presented clearly and accessibly, and confirmed with every new booking. Evidence of regular review.</i></p>	<p>Evidence Interviews with staff Talking to homestay hosts and residential staff</p> <p>Documentation Information to accommodation providers (40, 42) Accommodation placement (42) Staff handbooks/notes (52)</p>
<p>W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.</p> <p>Requirements As criterion.</p>	<p>Where additional charges are made for meeting special dietary requirements, these should be proportionate to the actual additional costs incurred. Providing packed lunches for both midday and evening meals is not considered to provide a well-balanced diet and may also constitute a health risk if meals prepared in the morning are unrefrigerated throughout the day.</p> <p>Examples of good practice <i>Meals are: of a high standard; varied; appetising. Student feedback about meals is consistently positive. Hosts and/or catering staff respond to student requests/feedback on meals. Provision for students with food allergies or other specific dietary needs.</i></p>	<p>Evidence Visits to student accommodation Talking to homestay hosts and residential staff Student focus group(s)</p> <p>Documentation Accommodation placement (42) Student feedback (63)</p>
<p>Accommodation: homestay only</p>		
<p>W14 Homestay hosts comply with the agreed terms and conditions for student placements.</p>	<p>This criterion cannot be awarded a strength.</p> <p>Four students in total, not four from the one provider/agency.</p>	<p>Evidence Visits to student accommodation Interviews with staff</p>

<p>Requirements As criterion.</p>	<p>Additional paying guests (Air BnB etc) who are not students are also counted in this total. Homes accommodating more than four guests should not be described as homestay accommodation but may be used for accommodating adults (18+) and categorised as “private home accommodation”.</p> <p>Criterion will not be met if any instance of more than four students/paying guests in the same home. Criterion will not be met if any homes found to be accommodating more students per bedroom than agreed to be appropriate during the home visit (W9).</p>	<p>Talking to homestay hosts Student focus group(s)</p> <p>Documentation List of accommodation in use (41) Accommodation placement (42) Student feedback (63)</p>
<p>W15 Homestay placements encourage students to use English.</p> <p>Requirements</p> <ul style="list-style-type: none"> English is the language of communication within the homestay home. Homestay placements take into account the first language of the students. Placement policy is made clear to students, parents and agents. 	<p>This criterion cannot be awarded a strength.</p> <p>Criterion will be not met if any host found to not normally use English within the home while students are there.</p> <p>There is a clear policy regarding whether or not students with the same first language are/can be accommodated together – as relevant, students, agents and parents will be informed. Providers may aim for a mix of languages spoken as a way of encouraging use of English. However, for younger learners, the preferred policy may be to place students with the same first language together for support.</p>	<p>Evidence Visits to student accommodation Interviews with staff Talking to homestay hosts Student focus group(s)</p> <p>Documentation List of accommodation in use (41) Accommodation placement (42) Student feedback (63)</p>
<p>W16 Hosts ensure that there is an adult available to receive students on first arrival.</p> <p>Requirements As criterion.</p>	<p>This criterion cannot be awarded a strength.</p> <p>Adult should be member of host's family, or someone well known to host, and familiar with the needs of a newly-arrived student. Safeguarding issues to be considered if student is under 18 (see S4).</p>	<p>Evidence Visits to student accommodation Interviews with staff Talking to homestay hosts Student focus group(s)</p> <p>Documentation Accommodation placement (42) Student feedback (63)</p>
<p>Accommodation: other</p>		
<p>W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.</p> <p>Requirements As criterion.</p>	<p>This criterion cannot be awarded a strength.</p> <p>Availability of help to be made known through student handbook, intranet, or notices. Information available may include: tenancy agreements, local taxes, possible loss of contact with speakers of English out of classroom hours, cooking, washing, etc. [Good support in this area can be given credit under W2 – pastoral care.]</p>	<p>Evidence Interviews with staff Student focus group(s) Notices</p> <p>Documentation Accommodation placement (42)</p>

<p>W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.</p> <p>Requirements As criterion.</p>	<p>This criterion cannot be awarded a strength.</p> <p>All accommodation recommended is visited and routinely re-visited. <i>Providers sharing a list of university residences or third-party providers (such as accommodation agencies) but taking no responsibility for the provision must make this clear through relevant disclaimers.</i></p>	<p>Evidence Interviews with staff Provider's website</p> <p>Documentation Brochures (2) Accommodation placement (42)</p>
<p>Leisure opportunities (Area of strength: three strengths, no not mets; need for improvement: two not mets)</p>	<p>Additional guidance</p>	<p>Evidence, including documentation</p>
<p>W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.</p> <p>Requirements As criterion.</p>	<p>Information available through student handbook, intranet, social media, notices, or during classes.</p> <p>N/a if students are exclusively from the local community. However, if the provider advertises for international students (even if none have ever been enrolled), provider needs to demonstrate appropriate information/systems are in place ready for such students. The criterion will be not met if this is not in place.</p> <p>Examples of good practice <i>Provider facilitates access by: helping to book tickets; advising on travel; advising on special (free/local) events students would not otherwise be aware of.</i> <i>Photos and/or student reports provided, e.g. in newsletter or on provider's social media about activities to encourage participation.</i> <i>In state sector, student union provides opportunities for interaction with students on other college courses.</i></p>	<p>Evidence Interviews with staff Student focus group(s) Notices</p> <p>Documentation Current leisure programme (43) Previous leisure programmes (48) Student handbook/notes (54)</p>
<p>W20 The content of any leisure programme is appropriate to the age and interests of the students.</p> <p>Requirements</p> <ul style="list-style-type: none"> Where activities form part of a course package, alternatives are available for activities cancelled for reasons outside the control of the provider. 	<p>Cancellation: e.g. unsuitable weather, train strike or security incident; provider may have made decision on safety grounds but usually because of something out of their control.</p> <p>Age-appropriate and variety of activities to cater for sporty/non-sporty students.</p> <p>Non-alcohol related activities available.</p> <p>Examples of good practice <i>Wide variety of activities available, appropriate to range of interests and sufficiently varied to ensure students on longer courses do not repeat activities.</i> <i>Consideration given to returning and/or long stay students.</i></p>	<p>Evidence Interviews with staff Talking to group leaders Student focus group(s) Notices</p> <p>Documentation Current leisure programme (43) Leisure activity information (47) Previous leisure programmes (48) Student handbook/notes (54)</p>
<p>W21 Any leisure programmes are well organised and sufficiently resourced.</p>	<p>Resources include staffing and equipment.</p>	<p>Evidence Interviews with staff</p>

<p>Requirements</p> <ul style="list-style-type: none"> Leisure programme is under the direction of a named person with specific responsibilities clearly delegated where necessary. 	<p>Plan for implementation of each activity drawn up and clearly communicated. A clear itinerary for excursions, shared with supervisory staff.</p> <p>Examples of good practice <i>Teachers involved in leisure activities, especially with older/adult students. Students asked what they want to do and evidence that provider is responsive to requests. Excursions are well-prepared, staff are briefed and there are maps and interesting handouts for students. Proactive encouragement to enthuse students through well-selected leisure organiser who knows the area. Activities assessed for suitability for any students with disabilities.</i></p>	<p>Talking to activity staff Talking to group leaders Teacher focus group(s) Student focus group(s) Notices</p> <p>Documentation Job descriptions (13) Current leisure programme (43) Leisure activity information (47) Previous leisure programmes (48) Information for activities staff (52) Student handbook/notes (54)</p>
<p>W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.</p> <p>Requirements</p> <ul style="list-style-type: none"> Written risk assessments and clear guidelines on how to respond to situations where students are at risk. 	<p>Risk assessments are drawn up in relation to specific activities, group composition and current local conditions. Risk assessments provided by the venue to be visited can be adapted to suit the needs of the provider's staff and students, and form part of the risk assessment.</p> <p>Risk assessments include requirement for first aid kit, named first aider, access to trained first aider (member of staff accompanying or provision at venue), mobile phone(s), list with student mobile numbers, water for juniors, any need for specialist training (e.g. lifeguard for swimming), etc as appropriate. Risk assessments cover unsupervised free time, especially for under 18s. There is a designated 'leader' to take charge on the ground in case of an incident or emergency. 'situations where students are at risk' e.g. lost student, group separated, emergency situation (as in W1). Supervisors are shown itinerary and associated risk assessments and how to respond in the case of problems and emergencies.</p> <p>Examples of good practice <i>Risk assessments: are produced by trained staff. Systematic approach to updating risk assessments, including regular feedback after trips. Trained first aider on each excursion. Specific critical incident training received by key supervisory staff.</i></p>	<p>Evidence Interviews with staff Talking to activity staff Talking to group leaders Teacher focus group(s) Student focus group(s)</p> <p>Documentation Current leisure programme (43) Supervision ratios (44) Information for group leaders (45) Risk assessments (46) Staff handbooks/notes (52) Teacher handbook/notes (53)</p>
<p>W23 Staff supervising sporting and leisure activities on or off-site have</p>	<p>All staff, not just an activities manager, must be appropriately experienced and have relevant support and training. This may not necessarily be</p>	<p>Evidence Interviews with staff</p>

<p>appropriate experience, support and training.</p> <p>Requirements As criterion.</p>	<p>formal training; it could include briefing on responsibilities, supervision, location of equipment, accompanying and observing experienced members of staff etc.</p> <p>Contact sports, including football, require supervisors with relevant training.</p> <p>Activities advertised as ‘coaching’ should be led by relevantly qualified/certified coaches.</p> <p>Examples of good practice <i>Activities are led by qualified and/or specialist staff. Comprehensive induction, monitoring and support for leisure/activity staff and detailed briefings for individual activities/excursions. Access provided to other off-site facilities with fully-trained staff; risk assessments of these facilities are checked, especially in the case of potentially dangerous activity, for example horse riding or climbing wall.</i></p>	<p>Talking to activity staff Talking to group leaders Student focus group(s)</p> <p>Documentation List of staff (12) Induction documents (16) Supervision ratios (44) Information for group leaders (45) Risk assessments (46) Staff handbooks/notes (52) Teacher handbook/notes (53)</p>
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Safeguarding under 18s		
<p>Standard There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.</p>		
Criterion and requirements	Additional guidance	Evidence, including documentation
<p>Safeguarding under 18s (Area of strength: three strengths, no not mets; need for improvement: three not mets)</p>	<p>Additional guidance (Section not met: three criteria with significant failings or four+ criteria not met)</p>	<p>Evidence, including documentation</p>
<p>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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Clear and comprehensive policy in place written in accessible English, appropriate to current students Policy is reviewed annually and updated accordingly. 	<p>Large organisations with multiple sites can have a ‘company policy’ with additional site-specific sections or notifications ensuring the relevant persons and procedures are clear for each location/course.</p> <p>If the named member of staff is the owner or managing director, additional provision should be available to avoid conflict of interest (non-reporting to prevent damage to business reputation). The name and contact details of the LADO are included in the policy.</p> <p>Responsibilities of named member of staff in this area clear from job description (otherwise M9 is not met). Evidence that named member of staff has a proactive role.</p> <p>The provider sets rules and give clear guidance to all involved in the organisation about appropriate contact with and interaction between students of different ages with especial emphasis on conduct of those</p>	<p>Evidence Interviews with managers/staff Talking to activity staff Talking to group leaders Talking to homestay hosts Student focus group(s) Notices</p> <p>Documentation Job descriptions (13) Accommodation placement (42) Information for group leaders (45) Safeguarding policy (49)</p>

<ul style="list-style-type: none"> Policy includes: <ul style="list-style-type: none"> information on recognising abuse child protection response procedures names of Designated safeguarding lead (DSL), cover arrangements and how to contact guidance on handling delayed suitability checks guidance for everyone in organisation on appropriate behaviour and interaction with under 18s. 	<p>under 18 with those over 18 and on issues of cultural sensitivity. May be in separate documents referenced in policy.</p> <p>Low level concerns, such as breaches of codes of conduct, should be recorded (potential red flags).</p> <p>Contact Local Safeguarding Children Partnership to ensure that local expectations and reporting procedures are included.</p> <p>English Plus courses: inspectors will not inspect the 'plus' element (e.g. work placement), but the provider retains a duty of care and should be able to demonstrate to inspectors that they have reviewed safeguarding with the organisation offering the placement and provide appropriate induction and ongoing pastoral/emergency support for the student.</p> <p>Examples of good practice <i>Evidence of expert input into the framing of the policy.</i> <i>Policy implemented through and supported by relevant practical documents, for example codes of conduct, incident-reporting documentation.</i> <i>The policy includes appropriate age differentiation.</i></p>	<p>Staff handbooks/notes (52) Teacher handbook/notes (53)</p>
<p>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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Policy available to all staff. Safeguarding included in induction for all staff. Staff receive safeguarding training relevant to their role: <ul style="list-style-type: none"> all staff in contact with under 18s: Basic safeguarding awareness training (formerly level 1) named person/DSL: Specialist safeguarding for Designated Lead (formerly level 3) guidance provided to all other relevant adults updates provided for all staff. 	<p>'Adults' includes employees, sub-contractors, homestay hosts, group leaders and volunteers, relevant staff in any wider organisation e.g. HE/FE colleges.</p> <p>Policy summaries are provided in staff handbooks, contracts with sub-contractors, documentation for homestay hosts, and agreements with group leaders and volunteers.</p> <p>Training includes responsibilities and procedures for reporting any incident of suspected/alleged harm or abuse and highlights issues relevant to staff members' role. E.g. staff with access to student contact details or online contact but not having face-to-face contact receive different guidance to staff with on-site supervision duties.</p> <p>Safeguarding training levels are usually referred to as follows, but local authorities may offer equivalent courses with different names:</p> <p>Basic safeguarding awareness training (formerly level 1) Advanced safeguarding for Designated Staff (formerly level 2) Specialist safeguarding for Designated Lead (formerly level 3).</p> <p>Free online basic safeguarding training is available at: https://accreditation-uk.english.britishcouncil.org/.</p> <p>Training can also be delivered in-house. Basic training can be delivered by someone with advanced or specialist training and Advanced training by someone with Specialist training (records of content and attendance should be kept).</p> <p>Advanced and specialist training is available through some local authorities, English UK and NSPCC.</p>	<p>Evidence Interviews with managers/staff Talking to activity staff Talking to group leaders Talking to homestay hosts Student focus group(s) Notices</p> <p>Documentation Induction documents (16) List of CPD (18) Accommodation placement (42) Information for group leaders (45) Safeguarding policy (49) Staff handbooks/notes (52) Teacher handbook/notes (53)</p>

	<p>Updates: at least annually and in the event of any changes to contact details, legislation/guidance and/or procedures. Policy includes how initial training and updates are delivered and participation recorded.</p> <p>Examples of good practice <i>In addition to the named person(s)/DSL, other supervisory or management staff and staff responsible for homestay checks are trained to Level 2.</i> <i>Hosts receive face-to-face training or complete Level 1 training.</i> <i>All adults sign agreement to the code(s) of conduct.</i> <i>Students are made aware of relevant points.</i></p>	
<p>S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.</p> <p>Requirements</p> <ul style="list-style-type: none"> Where the provider has no direct contact with the parents/guardians, it must be clear in agreements with agents when and where this information is collected and passed to ELT provider. 	<p>This criterion cannot be awarded a strength.</p> <p>Consent forms include examples of situations parents/guardians are consenting to, e.g. travel on public transport after evening activities, specifics about unsupervised time. Template available online but providers can use their own or those of the agent/sending schools. Applies for all under 18s regardless of whether individual or group booking. Where, exceptionally, the provider accepts an agent signing for consent on behalf of all their clients the provider must be able to demonstrate how they have assured themselves that informed parental/guardian consent is actually being given and that all necessary information will be readily available to them in the event of an emergency.</p>	<p>Evidence Interviews with managers/staff/group leaders</p> <p>Documentation Parental consent (50, 79)</p>
<p>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.</p> <p>Requirements</p> <ul style="list-style-type: none"> Providers must check the suitability of all those working with under 18s, as follows: <ul style="list-style-type: none"> Relevant staff members must have two references and relevant current criminal record/suitability checks. Homestay hosts must have two references. Homestay hosts and all adults normally resident in the home must 	<p>In addition to standard checks conducted in recruitment (M10). See specific guidance on safer recruitment below. Inspectors will check any central register and sample records from the last four years. Relevant to: all staff with responsibility for or substantial access to under 18s; all adults in the homestay; group leaders.</p> <p>Additional checks apply if the organisation takes students under the age of eight: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006</p> <p>Recruitment process It is recommended that application forms are used when recruiting for roles with under 18s, to ensure relevant questions are asked and answered, the applicant has signed to confirm the information is true and to ensure gaps in employment are clear. The application form should provide guidance on what should be disclosed (refer to</p>	<p>Evidence Interviews with managers/staff Talking to activity staff Talking to group leaders Talking to homestay hosts</p> <p>Documentation Recruitment documents (15) Evidence of suitability checks (78)</p>

<p>have relevant current criminal record/suitability checks.</p> <ul style="list-style-type: none"> Reference requests must include enquiry about suitability to work with under 18s. Where any of these are contracted by a third party (e.g. accommodation is provided by an agency) the provider must have formal agreements in place to ensure that relevant suitability checks have been done. 	<p>https://www.nacro.org.uk/ or https://unlock.org.uk/). CVs can be provided as additional information.</p> <p>Criminal record checks England and Wales enhanced DBS with barred list; Scotland PVG; Northern Ireland Access NI. For other countries see the International criminal records check directory on our website. See below for specific requirements relating to homestay hosts.</p> <p>For new staff Staff recruited from inside the UK must have a new criminal record check, except in the following circumstances: a) if applicant is on DBS/PVG Update Service and the provider sees the original DBS/PVG certificate and checks their status online and there is 'no change' to status (if there is a change to status, then a new check is required) b) if the applicant is not on the update service, but for work with another organisation has a UK criminal record check that is less than three months old and is for a similar role in the children's workforce. In this event, a separate Barred List check is still required (available England and Wales only). To apply to access the Barred List contact the umbrella body processing the check or the Teaching Regulation Agency (TRA).</p> <p>[The Children's Barred List is a list of people whom authorities have decided must not work with children, even if they have not been convicted. The Barred List also contains people with convictions against children.]</p> <p>Staff recruited from outside the UK must have on first appointment reference checks (including one from most recent employer), a recent police certificate from the last country they worked in, as well as the relevant UK criminal record check even if they have never lived in the UK. Recruitment policy should indicate action to be taken (for example, seeking additional references) if it has not been possible to obtain a relevant police certificate.</p> <p>For returning staff Records of the full initial recruitment checks must be retained.</p> <p>Staff returning from elsewhere in UK after a break of more than three months must provide a reference from the most recent employer (if different from the reference given on first recruitment). Additionally, a Barred List check is required. A new criminal records check or update</p>	
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	<p>service is required if the centre does not have access to the standalone Barred List.</p> <p>Staff returning from outside the UK who have had a UK criminal record check, work abroad during the year and return in subsequent years (e.g. for summer work) must provide one reference from their latest employer in the intervening period (if different from the reference given on first recruitment). If there has been a period of UK residence since last working for the provider, a Barred List check is required or a new criminal records check if not on the update service and the centre does not have access to the standalone Barred List.</p> <p>Delayed criminal record checks: If a criminal record check has been applied for but not yet received, the applicant must not be allowed to engage in 'regulated activity' (unsupervised); while checks are pending any deployment must be risk assessed and clearly documented measures, set out in the safeguarding policy (see S1 column 1), implemented to manage risk. Measures will include:</p> <ul style="list-style-type: none"> a) a separate Barred List check (England and Wales only, legal requirement) b) a risk assessment to show how keeping the unchecked adult out of regulated activity is being managed and the levels of supervision in place (for example, residential staff cannot sleep in the same area as under 18 students). <p>If standalone Barred List check is not available to the centre, this option is not permissible.</p> <p>Criminal record check renewals: Checks should be renewed every three years. Renewals are not required if the person has joined the Update Service (available for DBS/PVG; recommended for seasonal staff), and the employer checks for an update annually.</p> <p>For homestays</p> <p>Criminal record checks for homestays: All adults in the homestay must have individual criminal records checks unless there is evidence that the check on the main care giver included other adults in the home – a check for a working at home role.</p> <p>A home-based role DBS/PVG check allows the police to provide information on other adult residents at the same address and whether any of them are unsuitable to be hosting under 18s.</p>	
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	<p>leaders or other members of an organisation where the person volunteers or is a member. Family members are not suitable referees.</p> <p>Prohibited List checks: Apply only to applicants (staff or homestays) who have worked in a country's primary or secondary education (state or private). The Prohibited List has names of those who have been 'struck off' and are deemed unsuitable to work with under 18s, yet have not necessarily been convicted of a crime so nothing will appear on a DBS check. Language schools cannot access the list directly but can request a prohibited list check for one or more applicants at a time via the Employer Access Team, employer.access@education.gov.uk; phone 0207 593 5391.</p> <p>Examples of good practice <i>Written references followed up with phone call.</i> <i>Previous employment within the last 10 years checked, not just most recent.</i> <i>Criminal records checked for all countries of residence within last 10 years, not just UK and most recent residence.</i> <i>Prohibited list checks carried out on relevant applicants.</i> <i>Evidence of robust decision making process based on full range of possible information.</i> <i>Individual DBS checks for all adults in the home with home-based role indicated.</i> <i>Providers have checked with LSCPs about what level of checks they expect for homestays in their area.</i> <i>Host recruitment includes checking with Children's services if there are any concerns about the family.</i> <i>Staff returning (e.g. for summer work) from the UK have a new UK criminal record check each year (if not on update); staff returning from abroad have a new police check each year.</i></p>	
<p>S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.</p> <p>Requirements</p> <ul style="list-style-type: none"> Students under the age of 16 are not placed in classes with students of 18 years or older.* Sufficient adult supervision for all activities arranged by the provider, taking into account the nature of the activity, 	<p>Attendance at all classes and activities checked and recorded. Prompt (always within the half hour) action taken when under 18s are absent. Clear procedure known by all adults for responding to missing students, including risk-based response times for different situations. Sufficient adult supervision must be demonstrated with risk assessments. (See, e.g. https://www.nspcc.org.uk/preventing-abuse/safeguarding/recommended-adult-child-ratios-working-with-children-guidance/.)</p> <p>Supervision arrangements in place for breaks/lunchtime/end of lessons where premises shared by under 16s and 18+.</p>	<p>Evidence Interviews with managers/staff Talking to activity staff Talking to group leaders Teacher focus group Inspector observation</p> <p>Documentation Induction documents (16) Supervision ratios (44)</p>

<p>age, gender and needs of the students. (Group leaders and other adults travelling with students under 18 will be responsible only for students in their own group.)</p> <ul style="list-style-type: none"> Provision of a leisure programme appropriate to the age, ability and interests of the students (for under 16s, the cost should be included in the course fee). <p><i>*Where, exceptionally, courses are intentionally provided for under 16s mixed with adults, the provider must demonstrate a sound rationale, clear recruitment information, and effective systems to protect under 16s from unsuitable materials, activities and relationships.</i></p>	<p>Staff must be 18+ and properly briefed/trained; can include GLs but they must be briefed & only looking after their own groups.</p> <p>Any exceptions, for example for a wider age range on a closed group course, must be documented with risk assessments demonstrating sound safeguarding measures and appropriate consideration for the needs of all students involved. Where activities are arranged by the agent/sending school/group leaders there is clear contractual evidence, paying particular attention to when/how responsibilities are handed over, and signed liability forms.</p> <p>For YL courses, supervised activities must be provided to occupy students every afternoon (or morning if classes are in the afternoon). These must be age and weather appropriate, and attendance must be checked throughout.</p> <p>16 & 17 year-olds on adult courses should have age signalled to staff; some special provision i.e. nominated staff to look after this group in pastoral role.</p> <p>Criterion will not be met if any group leaders are given responsibility for students who are not part of their group; if an under 16 is accepted on a course without a programme of supervised out-of-class activities, unless there is a letter from the parent/guardian in the UK stating that they take responsibility.</p> <p>Examples of good practice</p> <p><i>Evidence of the well thought-through use of premises shared by under 16s and 18+, for example through: separate floors/corridors; staggered breaks.</i></p> <p><i>A high ratio of staff to students; group leaders are additional to the provider's staff.</i></p> <p><i>Well-qualified/experienced supervisors and activity leaders.</i></p> <p><i>Specific leisure programmes for different age ranges.</i></p>	<p>Information for group leaders (45)</p> <p>Risk assessments (46)</p> <p>Leisure activity information (47)</p> <p>Safeguarding policy (49)</p> <p>Staff handbooks/notes (52)</p> <p>Teacher handbook/notes (53)</p> <p>Student handbook/notes (54)</p> <p>Record of follow-up for student absences (62)</p>
<p>S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.</p> <p>Requirements</p> <ul style="list-style-type: none"> Clear rules for what students may do outside the scheduled lesson or activity times and without supervision, appropriate to the age of the students and the location. 	<p>Evidence of rules, guidelines and procedures clear. Sliding scale of rules according to students' ages; guidelines drawn up for pastoral support for 16 & 17 year-olds.</p> <p>Rules supported by risk assessment(s) of unsupervised time.</p> <p>Rules are made clear to everyone – students, parents (see C3), staff, hosts, residence staff, group leaders. Potential risks identified and addressed, including</p> <ul style="list-style-type: none"> airport transfers centre-specified minimum age for independent travel 	<p>Evidence</p> <p>Interviews with managers/staff</p> <p>Talking to activity staff</p> <p>Talking to group leaders</p> <p>Talking to homestay hosts</p> <p>Student focus group</p> <p>Inspector observation</p> <p>Documentation</p> <p>Induction documents (16)</p>

<ul style="list-style-type: none"> • Hosts, group leaders and residence supervisors are aware of the rules (including the time they are expected to return for meals and at night). • Procedures in place to ensure these rules are adhered to. 	<ul style="list-style-type: none"> • where relevant, specific measures in place for students with special needs • students travelling to and from a residential course or homestay independently (without a parent or group leader) • weekends/overnights away; details must be known and recorded and signed parental consent given for each occasion. Provider entitled to reject request if trip deemed unsafe. <p>All arrangements and rules must be supported by documented risk assessments appropriate to the age of the students and the location. Organisations must find ways of checking students are following rules, e.g. random checks on out-of-bounds areas, that students have reached homestays on time, that students always have their ID and 24 hour emergency contact number, and have sanctions ready for those who transgress. All adults to be alert to noticing signs that students have not followed rules, e.g. talking about visiting pubs.</p> <p>Clear procedures, known by all adults, required for responding to missing students following/during unsupervised time, to include when to inform parents and police.</p> <p>Where students are booked for lessons only (return to parent/guardian in the UK or go on to excursion programme organised by agent separate from the language centre's provision), effective arrangements should be in place for the handover of responsibility.</p> <p>Examples of good practice <i>All stakeholders have seen the rules and signed to show their agreement. Rules are made clear to students at enrolment and induction; students sign their agreement.</i> <i>The tutorial system plays a role in regular checks of awareness of rules. Additional support is provided for homestays for example: reminders; yearly updates; newsletters.</i></p>	<p>Tutorial proformas (34) Information for group leaders (45) Risk assessments (46) Safeguarding policy (49) Staff handbooks/notes (52) Teacher handbook/notes (53) Student handbook/notes (54) Parental consent (50, 79) Completed enrolment records (59) Record of follow-up for student absences (62) Completed tutorial records (71)</p>
<p>S7 There are suitable arrangements for the accommodation of students.</p> <p>Requirements</p> <ul style="list-style-type: none"> • Provider is responsible for all meals and accommodation unless alternative arrangements have been made by the parent(s) or legal guardian and confirmed in writing. 	<p>'Alternative arrangements' mean where a student is staying with their parent(s) or an appointed guardian. The following are not normally suitable for under 18s: private homes accommodating more than four students, residential accommodation where there is no overnight supervision, and self-catering accommodation. Arrangements, including catering and what is provided, are clear to parent/guardian at enrolment; <i>all meals provided</i> could be vouchers/tokens - acceptable for under 16s to eat offsite (e.g. vouchers in local shops) if supervised.</p>	<p>Evidence Interviews with managers/staff Talking to group leaders Talking to homestay hosts Student focus group</p> <p>Documentation Accommodation placement (42)</p>

<ul style="list-style-type: none"> • A responsible adult (known to and vetted by the provider) is always present overnight and normally when students under 16 are at home or in residence. • Providers ensure that students under 16 lodged by them or their agency in homestay or residential accommodation are not lodged with students of 18 years or older. • In residential accommodation, the ratio of supervising adults to students must be at least 1:20 for students aged 12–17, and 1:15 for students under 12 at all times. 	<p>Arrangements for 16 & 17 year-olds on adult courses must also be clear to parent/guardian at enrolment. Parental consent required if 16 & 17 year olds live in residences where there is no adult supervision or in self-catering accommodation, with increased monitoring of student's welfare by provider.</p> <p>Evidence of rules & guidelines and procedures clear; hosts given rules and know what to do in emergencies.</p> <p>Ideally under 18s should be kept in separate block but not compulsory; if not kept separate, need evidence that criterion requirement is met.</p> <p>Students from the same family may share homestay accommodation on request, normally with separate bedrooms (see W9). Standard rules for student conduct should apply with clear rules about curfew times.</p> <p>Supervision ratios are minimum requirement; risk assessment may identify need for higher ratio. GLs only responsible for own groups.</p> <p>'Normally' short absences may be acceptable in the case of teenagers, but risk-based guidance must be given to hosts by the provider; provision needed for the care of students who are unable to attend class/activities because they are sick. Residential schools may have a sick room, staff available to supervise etc. but written appropriate arrangements needed to care for a child in an off-site residence or in homestay if the host works. Supervision should not include staff who are 'day off'.</p> <p><i>Please note: moving students part way through a stay of 28 days or more does not remove the legal requirement to register them as being in a private foster care arrangement. Some Local Authorities include children in residential accommodation for 28 days or more as privately fostered, please consult your local Private Fostering Team for guidance.</i></p> <p>Examples of good practice</p> <p><i>There are thorough risk assessments leading to well-thought out, safe arrangements.</i></p> <p><i>There are high staff-student ratios; group leaders are not included in the ratios.</i></p> <p><i>Staff are not scheduled for duty the next day if on duty overnight.</i></p>	<p>Information for group leaders (45)</p> <p>Staff handbooks/notes (52)</p> <p>Student handbook/notes (54)</p> <p>Record of follow-up for student absences (62)</p> <p>Accommodation records (77)</p>
<p>S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.</p> <p>Requirements</p>	<p>This criterion cannot be awarded a strength.</p> <p>Parents' contact details checked on arrival if not given before. If language centre does not have contacts, check that agents/GLs have contact details of parents and that agent provides 24-hour support and the agreement is that all contact is through agent. It is not acceptable for only GL to have them – in case they are involved in incident with students.</p>	<p>Evidence</p> <p>Interviews with managers/staff</p> <p>Talking to group leaders</p> <p>Documentation</p> <p>Completed enrolment records (59)</p> <p>Student records (60)</p>

<ul style="list-style-type: none"> • Effective measures and information are in place to enable 24-hour contact with parents or legal guardians of students. • Parents, legal guardians or agents of students have a telephone number that can be used to contact the provider outside office opening hours. 		
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