

Organisation name	Professional Linguistic and Upper Studies (PLUS), Head office London
Inspection date	22–26 July 2024

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

Recommendation
We recommend continued accreditation with a spot check next summer focusing on academic staff profile, academic management, course design and the Points to be addressed.

Summary statement
<p>The British Council inspected and accredited PLUS in July 2024. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language teaching organisation offers vacation courses for under 18s.</p> <p>The inspection report noted a need for improvement in the areas of publicity, academic staff profile, academic management, and course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

PLUS (Professional Linguistic and Upper Studies) organises short English language study holidays for under 18s in a range of locations in the UK, as well as operating in Ireland, Malta, Canada and the USA. This summer, 11 centres were in operation. All business is conducted through agents and sales representatives, with whom PLUS has well-established working relationships and communications. All students attend in groups accompanied by group leaders who are recruited by the agent and are the main providers of support and pastoral care for the students in their groups. Post pandemic there were some changes to the personnel and head office structure as detailed in the management profile below.

The inspection took place over five full days with two inspectors and included visits to three centres one of which was unannounced. Head office staff meetings were held at one of the centres (Chelmsford) and the offices in London were not visited. Meetings with head office staff based outside the UK or not able to travel to Chelmsford were conducted virtually. Meetings were held with the managing director, the operations manager, the campus life manager, the head of leisure and welfare, the director of studies (DoS) and members of the sales team.

At the three summer centres visited, meetings were held with the campus managers, the directors of studies (known as course directors), activity managers, welfare officers and representatives of the host schools. Focus group meetings were held with students, teachers, activity leaders and group leaders.

All teachers working on the days of the inspection were observed. One inspector viewed the residential accommodation offered at the three centres visited.

## Address of main site/head office

8 Cellbridge Mews, London W2 6EU

## Description of sites visited/observed

The Uxbridge centre is located on the large, busy Brunel University campus (Bishop Hall, Kingston Lane, Uxbridge UB8 3PH) to the west of London. PLUS has use of five classrooms and a lecture theatre, which is also used for teaching. There is a staff office for the campus manager (CM) and activity team with the office for the course director (CD) and teachers next door. The refectory and sports facilities are nearby, and the halls of residence are five to ten minutes walking distance away. The campus, including the teaching building, is shared with several other language providers.

The Kingston centre (Kingston University, Kingston Hill, Kingston upon Thames, Surrey KT2 7LB) operates on a university campus surrounded by woodland. There is a staff office for the CM and activity team, and an outdoor corridor between buildings, which is used for relaxation, as well as for gathering before excursions in dry weather. Classrooms are all in one building close by, and accommodation blocks, the canteen and other facilities are within easy walking distance. The office for the CD and teachers is further away, in a different area to other facilities.

The Chelmsford centre is located at Writtle University College (Lordship Road, Writtle, Chelmsford CM1 3RR) and it is surrounded by its own farm and landscaped gardens. The campus is set around a central garden area with eight classrooms and an assembly hall spread throughout the main building. The dining room is close to the accommodation blocks a short walk from the main teaching building. The CM and CD are based in the Amenity block slightly further away. They each have a large room that they share with their respective teams.

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

Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Comments

Courses are all general English, offered to groups only, and can be organised as classic or premium, with extra academic or other add-ons; all courses are characterised by different activity and excursion packages. The core package includes 12 hours of language classes per week usually organised in three-hour blocks taught on two or three days. In Uxbridge and Kingston students have classes for six hours on two days per week. Most students attend two-week courses but one and three-week options are also available. Courses are for 10 to 17 year-olds.

### Management profile

At the head office, the managing director deals with sales and marketing and line manages the operations/campus life director, the DoS and the financial controller. The operations manager is supported by the head of leisure and welfare and they support the off-site centre teams including the CMs, Activity managers and Welfare officers. Off-site activity leaders report to their site Activity manager. The DoS primarily based at head office, is responsible for the academic programme and supports the off-site summer CDs who in turn support the teachers.

### Accommodation profile

All accommodation is provided in student halls of residence with male and female students being accommodated on separate corridors or in single sex flats. The majority of accommodation offered consists of single study bedrooms with ensuite facilities. Adult members of staff are always accommodated close by.

### Summary of inspection findings

#### Management

The provision meets the section 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. The structure of the organisation is established, communication is satisfactory and student administration is carried out efficiently and effectively. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available but some of the materials are in need of updating.

#### Teaching and learning

Overall, the provision meets the section standard. Most teachers have appropriate qualifications but the DoS and not all of the CDs have the qualifications, skills and time to give them appropriate support. There is a need for improvement in the areas of *Academic staff profile*, *Academic management* and *Course design*. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

The provision meets the section standard. The needs of the students for security and pastoral care are met and students benefit from satisfactory student services, including leisure activities and accommodation. However, sometimes the number of activities on offer was insufficient for the wide range of students and the use of risk assessments requires a more systematic approach.

#### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 at school and in the leisure activities and accommodation provided. Staff are all informed and appropriately trained. However, on occasion there was insufficient supervision outside the scheduled programme.

#### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

### Evidence

#### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met

M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M3 The structure at central and centre level is clear. However, three of the senior management team at Uxbridge had to be changed or replaced resulting in an absence of continuity which impacted on the smooth running of the course.

M4 Overall this criterion is met. After initial unsatisfactory levels of communication with activity leaders and group leaders, the replacement CM at Uxbridge was re-establishing effective communication at the time of the inspection.

M5 Initial and end-of-course feedback systems are in place. Additional checks on satisfaction are in operation with regular focus groups. Records revealed immediate changes, for example, adjustments to accommodation and longer-term changes with the trialling of new coursebook materials at Chelmsford.

M7 Overall this criterion is met and many of the action points arising from 2023 have been addressed. Although work has started on updating the course design and improving supervision of students there is still significant work to be done.

#### Staff management and development

	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Not met
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.	Met
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 the organisation.	Met

#### Comments

M11 Induction systems are in place but it was apparent that staff were unfamiliar with key information, such as aspects of the emergency plan and the expected content of lessons. In focus groups teaching and activity staff reported that induction sessions were insufficiently practical.

#### Student administration

	Met
M14 Staff are helpful and courteous to students and their representatives and provide good levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
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.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
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.	Met
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met

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.	Met
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#### Comments

M15 The school only accepts group bookings via a network of agents. Most of the student administration is carried out by the sales teams in conjunction with agencies.

Publicity	Need for improvement
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.	Met
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	N/a
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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The main source of publicity is the website. Only group bookings are accepted, and agents use the website as the shared medium of publicity. Policies and downloadable fact sheets for each centre are available to agents and parents. Agents have a dedicated area where they complete registration information.

M22 Although the publicity is generally written in accurate English much of the information provided is not written in accessible English at B1 of the *Common European Framework of Reference*.

M23 Outline descriptions of each course, in plain English, including objectives and levels are not provided.

M24 Only group bookings are accepted, and all costs are arranged between the sales team and the agents.

M25 An accurate description of the level of care and support provided for under 18s is not provided in publicity or on parental consent forms.

M28 The Accreditation marque is not used in line with Scheme requirements, for example, the marque without 'for the teaching of English in the UK' is used in numerous documents and handouts.

### Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
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.	Met
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P1 Insufficient information is provided on risk assessments to ensure the safety and security for students. This is especially the case at the large Uxbridge campus where there are a high number of younger students (10 and 11 year-olds) and the site is also shared with many additional users.

Learning resources	Met
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.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
<b>Comments</b>	
P7 Many of the set materials are outdated and not relevant for younger students. Teacher and student focus group comments supported the inspectors' findings.	

## Teaching and learning

<b>Academic staff profile</b>	Need for improvement
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
<b>Comments</b>	
Overall, the academic staff team has a professional profile (qualifications and experience) that is not appropriate to the organisation's context. There was no member of the academic management team with the required level of qualifications at Chelmsford or at head office. The proportion of teachers with professional profiles requiring additional support was also too high for the level and type of support provided. The recruitment and support policy is not sufficiently well devised to meet the differing needs of the teacher profile or implemented in line with the stated course objectives and the student profile.	

<b>Academic management</b>	Need for improvement
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Not met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Not met
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.	Not met
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.	Not met
<b>Comments</b>	
T7 The induction does not currently prepare academic staff to deliver the curriculum effectively within the school's stated design principles as laid out in the recruitment and support policy. T8 There is insufficiently targeted support at Writtle, although provision at Uxbridge and Kingston is satisfactory. T9 Observations are conducted but there is not enough monitoring, by an appropriately qualified manager, at all centres. Observation records revealed insufficient action planning to improve and develop teaching. T10 CPD sessions are available, but they are not targeted and or practical enough to meet the needs of the teacher profile.	

<b>Course design and implementation</b>	Need for improvement
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.	Not met

T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met

#### Comments

T11 The course design rationale is currently insufficiently clear, and the schemes of work do not support delivery. Intended learning outcomes are not included nor are study and learning strategies that support independent and post course learning.

T14 Written course outlines appropriate to the course type are not provided and are not referred to in class.

<b>Learner management</b>	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
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.	N/a

#### Comments

T15 The majority of students complete an online test before arrival. Many classes had a wide range of levels and at Uxbridge the age range was often more than three years.

#### Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	All

#### Comments

None

<b>Teaching: classroom observation</b>	Met
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Not met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
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.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Not met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met

#### Comments

T19 The majority of teachers produced accurate models of spoken and written English. The methods used to illustrate and exemplify language were mostly suitable for the students' level and the aims and objectives of the lesson.

T20 Lesson plans were generally linked to the topic or theme of the day, but lesson content did not always consider the students' differing needs and backgrounds. Reference to student profiles was limited and reference to course objectives was weak.

T21 In better segments, intended learning outcomes were made known to students at the beginning of each lesson. In most lessons there was a link between the topic and the activities. In some instances, teachers had produced their own materials and there was a clear purpose to the lesson for example, preparation for excursion activities.

T22 In stronger segments there was evidence of a good range of techniques to present and practise language and to develop skills. In other lessons basic techniques such as nomination, eliciting and questioning techniques were used to satisfactory effect.

T23 Teachers made competent use of the available teaching and learning resources: whiteboards, handouts and prompt cards. Seating arrangements were appropriate and pair and groupwork was generally handled satisfactorily.

T24 Teachers monitored students' performance during activities and praised participation but there was insufficient feedback or correction to support students and help them improve their English.

T25 Tasks were satisfactory and on occasion used to very good effect with opportunities for students to use language for purposeful communication and to evaluate their learning. In other instances, students were insufficiently prepared for tasks or activities.

T26 In most classes there was a friendly and inclusive learning atmosphere. Teachers demonstrated good voice projection and a positive rapport was evident. In better segments learners were actively engaged benefiting from speaking practice in well organised groups. On occasion, students were off-topic using an excessive amount of L1 which was not controlled by the teacher.

## Welfare and student services

<b>Care of students</b>	Met
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.	Met
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.	Met
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.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W3 The code of conduct and student handbook promote tolerance and respect. The guidelines for students have a section on behaviour towards others, informing them that all students and staff are expected to treat everyone equally and fairly. Appropriate posters are on display, and there are anti-bullying policies. Documentation on an actual case of bullying was professional and well organised.	
<b>Accommodation</b> (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met



**Comments**

W11 All groups and individuals receive a weekly questionnaire which includes questions about their accommodation and meal provision. This ensures that immediately there is a clear picture of any issues which may need addressing.

W13 Overall the food was satisfactory, although there were more concerns about the lack of balance in the diet at the Chelmsford centre than elsewhere. The packed lunch sampled by the inspectors at the same centre was inadequate.

**Accommodation: homestay only**

W14 Homestay hosts comply with the agreed terms and conditions for student placements.

N/a

W15 Homestay placements encourage students to use English.

N/a

W16 Hosts ensure that there is an adult available to receive students on first arrival.

N/a

**Comments**

The criteria in the above area are not applicable as the school only provides residential accommodation.

**Accommodation: other**

W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.

N/a

W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.

N/a

**Comments**

N/a.

**Leisure opportunities**

Met

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.

Met

W20 The content of any leisure programme is appropriate to the age and interests of the students.

Met

W21 Any leisure programmes are well organised and sufficiently resourced.

Met

W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.

Met

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.

Met

**Comments**

W20 Overall students were positive about the leisure and excursion programme. However, the content of the programme onsite was sometimes limited, with only one activity being offered to a wide range of student ages and backgrounds.

**Safeguarding under 18s****Safeguarding under 18s**

Met

S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.

Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.

Met

S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.

Met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.

Not met

S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.

Met

S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

All students at the time of inspection were under 18.

S4 Although overall recruitment procedures are managed effectively, there was evidence that occasionally not all the required references for new staff are being collected systematically.

S6 Supervision of students outside scheduled activities was insufficient. Technically students are under the supervision of the group leaders outside class time but on more than one occasion, during the inspection, this was not the case. There were no documented risk assessments in place to ensure the safety and appropriate supervision of students, especially the 10 and 11 year-olds at the busy Uxbridge centre.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile: multicentre

Inspection history	Dates/details
First inspection	July 2015
Last full inspection	July 2019
Subsequent checks/visits (if applicable)	N/A
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Centres in Malta, Ireland and the USA

#### Private sector

Date of foundation	1976
Ownership	Name of company: Name of company: PLUS – Professional Linguistic Upper Studies Company number: 02965176
Other accreditation/inspection	BAC

#### Premises profile

Address of Head Office (HO)	8 Cellbridge Mews, London W2 6EU
Name and location of centres offering ELT at the time of the inspection but not visited	Bath – Royal High School of Bath, Lansdown Road, Bath BA1 5SZ (Beds 82)

	<p>Edinburgh – City campus Pollock Halls, John Burnett House, Pollock Halls of Residence, 18 Holyrood Park Road (Beds 129)</p> <p>Ellesmere – Ellesmere College, Ellesmere, Shropshire SY12 9AB (Beds104)</p> <p>Epsom – Epsom College, College Road, Epsom, Surrey KT17 4JQ (Beds 258)</p> <p>London Hatfield – University of Hertfordshire, De Havilland Campus, Mosquito Way, Hatfield AL10 9EU (Beds 113)</p> <p>Loughborough – University of Loughborough, Leicestershire LE11 3TU (Beds 130)</p>
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	<p>London central – Ramsey Hall, 20 Maple Street, London W1T 5HB (Beds 38)</p> <p>London Harrow, University of Westminster Harrow Campus, Harrow (Beds102)</p>

### DATA ON CENTRES VISITED

<b>1. Name of centre</b>	Brunel University, Bishop Hall, Kingston Lane, Uxbridge UB8 3PH
<b>2. Name of centre</b>	London Kingston University, Kingston Hill, Kingston upon Thames, Surrey KT2 7L
<b>3. Name of centre</b>	Writtle University College, Lordship Lane, Writtle, Chelmsford CM1 3RR
<b>4. Name of centre</b>	
<b>5. Name of centre</b>	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
<b>ELT/ESOL students</b>	At inspection				
18 years and over	0	0	0		
17 years and under	146	124	146		
<b>Overall total</b>	<b>146</b>	<b>124</b>	<b>146</b>		
U18 programmes: advertised minimum age(s)	10	10	10		
U18 programmes: advertised maximum age(s)	17	17	17		
Predominant nationalities	Chinese, Turkish, Spanish,				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	7	5	10		
Total number of activity managers and staff	8	5	5		
Total number of management (non-academic) and administrative staff	2	1	1		
Total number of support staff	Host organisation staff				

### Academic manager qualifications profile at centres visited

Profile in week of inspection: at centers visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	1	0		
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	0	1		
<b>Total</b>	2	1	1		

#### Comments

The centre CDs (academic managers) do not have any timetabled teaching. They are supported by the senior academic manager who is based at head office but also visits centres. She has extensive experience with PLUS but is not TEFLQ.

### Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification/profile	1	1	0		
TEFLI qualification (includes relevant QTS)	1	3	5		
A TEFL portfolio in progress	0	0	0		
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	0	0		
Holding specialist qualifications only (for ESP/CLIL)	0	0	0		
Alternative professional profile	3	0	4		
<b>Total</b>	5	4	9		

#### Comments

None.

### Accommodation profile

#### Numbers of students in each type of accommodation at time of inspection: at centres visited

Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a	N/a			N/a	N/a	N/a		
Private home	N/a	N/a	N/a			N/a	N/a	N/a		
Home tuition	N/a	N/a	N/a			N/a	N/a	N/a		
Residential	N/a	N/a	N/a			146	124	146		
Hotel/guesthouse	N/a	N/a	N/a			N/a	N/a	N/a		
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a	N/a			N/a	N/a	N/a		
Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	N/a	N/a	N/a			N/a	N/a	N/a		
Staying in privately rented rooms/flats	N/a	N/a	N/a			N/a	N/a	N/a		
	Adults					Under 18s				
<b>Overall totals</b>	0	0	0			146	124	146		

Centres	1	2	3	4	5
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<b>Overall total adults + under 18s</b>	146	124	146		
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**Items requiring early action**

Evidence must be submitted within three months to demonstrate how weaknesses in P1, S4 and S6 will be addressed before the start of the next course. A full action plan on all points to be addressed is required within six months.

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